A Ten-Year Longitudinal CCD Local Agency Non-Fiscal Survey File: 1986/87 - 1995/96

Don McLaughlin
American Institutes for Research

May 1999
Revised: March 2000

Table of Contents

Purpose of this file 1

The CCD survey system 1

Developing a research file 2

Methods for linkage and editing and imputation 5

Linkages 5

Editing and imputation steps for adding a year to the file 8

Appendix A. Codebook 21

Appendix B. Editing and Imputation Methods Used in Original (8-Year) Development of the CCD Longitudinal File. 32

Appendix C: Types of Districts Excluded from the CCD Longitudinal Local Education Agency File 37

Appendix D. Contents of the CCD Longitudinal Local Education Agency File 43

Appendix E. Crosswalk to link variables across CCD Agency files (Non-Longitudinal Files, Individual-Year Longitudinal Files and Ten-Year Longitudinal File) 56

References 59

List of Tables

Table 1. Measures examined or created for the longitudinal CCD district file..... 4

Table 2. Number of Closures/Consolidations, by Region and Year 6

Table 3. Number of Elementary-Secondary Linkages, by Region 8

Table 4a Number of Missing Values for which Imputations were Generated: Part 1..... 11

Table 4b Number of Non-Missing Values for which Replacement Imputations were Generated: Part 1 11

Table 5a. Number of Missing Values for which Imputations were Generated: Part 2..... 16

Table 5b. Number of Non-Missing Values for which Replacement Imputations were Generated: Part 2 16

Table 6a Number of Missing Values for which Imputations were Generated: Part 3..... 18

Table 6b Number of Non-Missing Values for which Replacement Imputations were Generated: Part 3 18

Table 7. Comparison of school, student, and teacher counts based on edited and originally reported values. 19

Table 8. Comparison of ungraded and special education student counts based on edited and originally reported values. 20

Table 9. Comparison of regular and other diploma and high school completer counts based on edited and originally reported values..... 20

Table A1. Number of Regular Public School Districts, by Region and Year 22

Table A2. Number of Schools in Regular Public School Districts, by Region and Year 22

Table A3. Number of Students in Regular Public School Districts, by Region and Year 23

Table A4. Number of Full-time Equivalent Teachers in Regular Public School Districts, by Region and Year..... 23

Table A5. Number of Special Education/IEP Students in Regular Public School Districts, by Region and Year..... 24

Table A6. Number of Free Lunch Eligible Students in Regular Public School Districts, by Region and Year 24

Table A7. Number of Ungraded Students in Regular Public School Districts, by Region and Year 25

Table A8a. Number of Regular Diplomas Earned in Regular Public School Districts, by Region and Year 25

Table A8b. Number of Other Diplomas Earned in Regular Public School Districts, by Region and Year 26

Table A8c. Number of Other High School Completers in Regular Public School Districts, by Region and Year 26

Table A9a. Number of Asian Students in Regular Public School Districts, by Region and Year 27

Table A9b. Number of African American Students in Regular Public School Districts, by Region and Year 27

Table A9c. Number of Hispanic American Students in Regular Public School Districts, by Region and Year 28

Table A9d. Number of Native American Students in Regular Public School Districts, by Region and Year 28

Table A9e. Number of White Students in Regular Public School Districts, by Region and Year 29

Table A10. Number of Regular Public School Districts, by Locale Type and Year 29

Table A11a. Number of Regular Public School Districts, by Lowest Grade and Year 30

Table A11b. Number of Regular Public School Districts, by Highest Grade and Year 30

Table A12. umber of Schools, Students and Teachers Reported on CCD Longitudinal File, CCD Public File, and Schools and Staffing Survey 31

Table A13. Criteria for Single-Year Outliers from Adjacent Years 31

Table B1. Percentages of Values Imputed on the Eight-Year District Files 36

Table C1. Reported Enrollment in Excluded (non-Regular) LEAs, by State and Year 38

Acknowledgments

The National Center for Education Statistics has been collecting administrative data on all of the public schools and school districts in the nation annually for many decades, and since the 1960s they have created computerized files of this information. While many sample surveys have come and gone in the educational arena since the 1960s, the Elementary and Secondary Education General Information Survey (ELSEGIS), and its descendant, the Common Core of Data (CCD), have steadily amassed a database that encompasses American public education over the latter stages of this century. Bringing these data to bear on educational research issues is an important task, but it requires ongoing efforts to enhance the quality of the data. In 1999, a ten-year longitudinal file has been developed, containing edited and imputed data for the school years 1986-87 through 1995-96. The current file is a work-in-progress, awaiting the addition of new years of data and other measures, but even in this limited form, it may be of use to educational researchers and policy analysts.

The ten-year longitudinal CCD agency file is the result of contributions from many people in different roles. Educational data specialists in each of the 50 states provided the foundation data on which the file is based, and these individuals have responded helpfully to questions about the longitudinal file during the past year. At the National Center for Education Statistics, the leadership of Lee Hoffman in seeing the potential for this database has been critically important, as has the continuing contribution of John Sietsema to the practical implementation of the Federal-State Cooperative Data System, which produces the annual Common Core of Data files. At AIR, Susan Cole gathered and prepared the information on types of excluded districts, Irene Lam gathered the information needed to develop the elementary-to-secondary feeders, and Roger Levine examined the resulting data files to identify patterns of data that would be problematic for researchers.

Don McLaughlin

A Ten-Year Longitudinal CCD Local Agency Non-Fiscal Survey File: 1986/87 - 1995/96

This report describes the procedures used to complete the ten-year longitudinal Common Core of Data (CCD) non-fiscal local education agency file and the file resulting from that effort. The processes included identifying linkages for districts that consolidated, plus secondary level linkages for elementary school districts, and editing and imputing values for quantitative data on the file. The resulting file is designed for research use in testing hypotheses about longitudinal trends in school districts over the period from 1986-87 to 1995-96.

Purpose of this file

This longitudinal file is intended to meet the needs of researchers for a data set describing public school districts over a relatively substantial period of time. The information about district characteristics such as urbanicity (example, large city versus rural locale) or numbers of schools, teachers, and students, and student characteristics can be used to measure changes in the numbers and types of students over a ten-year period. Because each school district carries a unique identifier, the longitudinal file can be linked with other school or school district data sets. This longitudinal file supplements the standard CCD public use databases by extensively imputing data that were not originally reported by state education agencies. This imputed, linked longitudinal file is thus more useful for testing hypotheses or studying trends over time.

Caveat. This longitudinal file is not intended to give official state or national totals for any variable included on the CCD. It employs more extensive imputation procedures than are used to produce the CCD public use file; in tracking districts over time , it can include a somewhat different subset of schools and districts than those categorized as “regular” in other CCD reports. For similar reasons, the longitudinal file will also differ from national sample surveys such as the Schools and Staffing Survey. Appendix table A12 gives a picture of how the longitudinal file numbers of schools, students and teachers differ from CCD figures reported in the Digest of Education Statistics and from three administrations of the Schools and Staffing Survey.

The CCD survey system

State Education Agencies (SEAs) annually report administrative data about public education to the National Center for Education Statistics through the CCD survey system. The reports include state-level statistics as well as information about every local education agency and public school. NCES edits the data provided and, in some cases, obtains revised data that conform more closely to standard definitions or imputes missing data. The CCD thus serves as a comprehensive directory of all public schools and local education agencies and provides basic descriptive statistics about the numbers of schools, education agencies, teachers and other education staff, numbers of students, high school completers, dropouts, and several student characteristics.

The CCD survey system has been in place since the middle 1960’s, initially serving

chiefly as a directory of public schools and education agencies. Its contents were expanded considerably in the 1986-87 school year. In 1991-92 staff counts and a dropout report were added to the Local Education Agency Nonfiscal survey.

The CCD Local Education Agency Nonfiscal File for each year contains records for roughly 15,000 public school districts in the country. These Local Education Agencies (LEAs) are responsible for the education of children in their jurisdiction.

Developing a research file

Previous work. The file development procedures described in this report represent the third round of CCD district editing and imputation undertaken by the first author. In the first round, missing data in six years were imputed to provide the basis for a longitudinal trend report based on the years 1986-87 through 1991-92 (Levine, McLaughlin, and Sietsema, 1995). In that round, no test for outliers was carried out, and no reported values were replaced with more consistent imputed values. It became apparent during the analyses for that report that some reported values were probably in error. Therefore, in the second round, tests for outliers were incorporated into the file development procedure; and 1992-93 and 1993-94 data were added to the file to provide the basis for a longitudinal trend report on small rural school districts (McLaughlin, Huberman, Hawkins, and Hoffman, 1997). The imputation procedures for the second round are described in that report and are reproduced as Appendix B of this report.

Cases included on the file. The longitudinal file is based on the CCD local agency files for the school years 1986-87 through 1995-96. These ten years saw the end of declining enrollments and a steady increase in enrollments during the 1990s. They also saw the expansion of the Federal State Cooperative Data System and with it the standardization of reporting school district administrative information. Each year there have been increases in overall accuracy and completeness of reporting, so that the strong correlations of measures between years have enabled the implementation of powerful editing and imputation procedures. As a result, the longitudinal file can support valid and reliable studies of school district trends.

While most of the records on the CCD file refer to entities that we all recognize as school districts, roughly 1,000 of the records each year refer to different kinds of agencies that are in one manner or another responsible for the education of children. These include agencies that operate in correctional institutions, schools for blind and deaf children, agencies that provide special services to schools in several districts in a region, and administrative agencies that only serve students indirectly. The longitudinal file only contains records for "regular" school districts which report employing teachers and enrolling students.[1]

1 The district "type code" on CCD takes on values 1 through 7. Regular school districts are normally types 1 and 2, although in some cases, in some states, and in some years, regular school districts are reported to have other type codes. For example, in Minnesota, the result of consolidation of adjacent regular school districts has been labeled as a "regional" district. Detailed documentation of CCD can be obtained from the NCES webpage (/www.ed.gov/NCES/).

All regular districts in the 50 states and the District of Columbia are included in the longitudinal file. In addition, one LEA is included the longitudinal file for each of the five outlying areas: Puerto Rico, the U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. The total number of school districts included in the longitudinal file, shown by region in table A1, changes from year to year as school districts consolidate, reorganize, and split.

Measures included on the file. For every public school district, CCD contains: (1) directory information (name, address, phone number, type, the state's district identification code), (2) a few categorical characteristics, such as grade span and the urbanicity of the community, and (3) counts of schools, students, teachers, special education students, graduates, and dropouts. Other information, including grade-by-grade enrollment, racial/ethnic distributions of students and counts of students eligible for the federal free and reduced price lunch program, can be aggregated from the CCD school file to the district level.

The longitudinal district file described here includes all the measures on the primary CCD district files for the period from 1986-87 through 1995-96, but it does not include two categories of measures added in the 1990s: dropout counts and counts of teachers by categories. Editing and imputation were carried out for the quantitative measures. In addition, district-level student race/ethnicity data and free lunch eligible percentages were aggregated from the CCD school file and other sources; and two kinds of linkage measure were added: between years, for districts that consolidate, and between grade levels, for separate elementary districts.

The measures that were either edited and imputed or were created for the longitudinal file are shown in table 1. The core measures, NUMSCHLS (number of schools), TOTSTUDT (total enrollment), and TOT_TCHR (full-time equivalent teachers), are available for the entire ten-year period, from 1986-87 to 1995-96. However, TOT_PK12 (prekindergarten-grade 12 enrollment), TOTUNGRD (ungraded enrollment), SPED_IEP (special education students), REGDIPLO, OTHDIPLO, OTHHSCMP, and HSEQVREC (recipients of regular and other diplomas, other high school completers, and high school equivalency recipients, respectively), FLNCHELG (free-lunch eligible students), ASIAN, WHITE, HISPANIC, BLACK, and NATAMER (native American) are not available for the first year, 1986-87. PPOV90 and PPOV95 (percentage of school-aged children in poverty) are based on U.S. Census data. HSEQVREC is not available after 1990-91, at which time the variable was removed from the Local Education Agency report; and SECLEA (the secondary district for which an elementary district is a "feeder") is only available for 1992-93, due to the expense of constructing the link between secondary districts and their respective "feeder" elementary districts.

Although a single primary data source is indicated for each measure, other sources were used both to identify implausible responses and to generate statistical imputations for missing or apparently wrong responses. For example, information on expenditures for school lunch from the F33 School District Fiscal Survey was used in the imputation of missing percentages of free lunch eligible students.

Table 1. Measures examined or created for the longitudinal CCD district file

Variable Name	Definition	Primary Source
NUMSCHLS	Number of schools	CCD Agency File
TOTSTUDT	Total enrollment	CCD Agency File
TOT_TCHR	Total number of full-time equivalent teachers	CCD Agency File
TOT_PK12	Number of students in grades PK through 12	CCD Agency File
TOTUNGRD	Number of ungraded students	CCD Agency File
SPED_IEP	Number of special education students	CCD Agency File
REGDIPLO	Number of regular diplomas awarded in past year	CCD Agency File
OTHDIPLO	Number of other diplomas awarded in past year	CCD Agency File
OTHHSCMP	Number of other high school completers in past year	CCD Agency File
HSEQVREC	Number of high school equivalency recipients in past year	CCD Agency File
GRADE_LO	Lowest grade with pupils enrolled	CCD Agency File
GRADE_HI	Highest grade with pupils enrolled	CCD Agency File
LOCACODE	Community type of most schools in district	CCD School File
FLNCHELG	Number of students eligible for free lunch program	CCD School File
ASIAN, WHITE, BLACK, HISPANIC, NATAMER	Percentages of race/ethnic groups in enrollment NATAMER is native American	CCD School File
PPOV90, PPOV95	Fraction of school aged children in poverty in 1989-90 and 1995-96	U.S.Census Bureau
NXTYRID	For closing districts, NCES ID of district receiving most of its students next year. This shows where students went.	New
PRVYRID	For districts receiving students from a closed district, the NCES ID of the closed district. This shows where students came from.	New
SECLEA	For elementary districts, the NCES ID of the district receiving most of its students for secondary education. This links "sending" and "receiving" LEAs.	New
YRS	String variable: i-th character, for year (1985/86+i), is Y (LEA open, w schools), N (LEA but no schools), or M (LEA not open) For example, MMYYYYYYYN indicates an LEA that did not open until 1988-89, reported schools for 7 years, and then remained on file with no schools in 1995-96.	New

Note: TOT_PK12, TOTUNGRD, SPED_IEP, REGDIPLO, OTHHSCMP, ASIAN, WHITE, HISPANIC, BLACK, NATAMER, FLNCHELG are available for 1986-87. HSEQVREC is available only for 1987-88 through 1990-91. SECLEA is available only for 1992-93.

Methods for linkage and editing and imputation

The development of the longitudinal file consisted of four tasks: determining which districts to include on the file; identifying linkages across time and across grades; editing to identify potentially erroneous data; and imputing values for missing data. The determination of districts to include was problematic only in that the CCD TYPECODE, which was used to identify regular districts for inclusion in the longitudinal file, has slightly different meaning in some states and for some years. In most states, for example, types 3 (administrative component of a supervisory union) and 4 (regional service agencies) were reserved for education agencies that did not directly enroll students. However, in Maine and Massachusetts in some years, what appeared to be regular school districts with students were reported as type 3; and in California, Maine, Massachusetts, and Minnesota, some regular school districts were reported as type 4. Finally, four districts, in four different states, were reported as type 5 or 7 in some years (and as type 1 or 2 in other years). A district was included in the file if it was classified as type 1 or 2 for any year in which it reported students.[2]

Linkages

For research purposes that require comparing data from the same school districts across years, it is necessary to account for students who were enrolled in a district just before it "closed" by identifying the district to which they "moved." The terms "closed" and "moved" are used loosely, because many of the superficial closures actually consisted of realignments, such as the combination of an elementary and secondary district into a unified school district with exactly the same set of schools. Actual school district closures were primarily in sparsely populated areas of the upper plains region (McLaughlin, Huberman, Hawkins, & Hoffman, 1997).

Closures/consolidations. Information on each school district that disappeared from the CCD file (i.e., closed) after some year during the ten-year period was examined to determine the most likely receiver of its students. Generally, a geographically close district, with the appropriate grade span and exhibiting a matching increase in students the following year, was identified as the receiving district. In some cases, the year of closing was not the same as the year in which the record was removed or the year preceding this removal. An enrollment of zero students was taken in some, but not all, cases as an indication of which year the district closed. Fairly clear identifications were possible for nearly all of the districts that enrolled 25 students or more the year before they closed; however, receiver districts for the very small district closures, many of which were in Nebraska, are ambiguous.[3] Undoubtedly, when districts closed, some students enrolled in different districts, some moved, some attended private schools, and some dropped out. Thus, when very small districts closed, the effects on the enrollment of nearby districts was invisible. Therefore, the numbers of school district closures shown in table 2 are

[2] Starting in 1995-96, charter schools in some states were reported on CCD as type 7 ("other") districts, while charter schools in other states were reported as type 1 ("regular") districts. Charter schools that appear as districts on the CCD are included in the longitudinal file whether their type was reported as 1 or 7.

[3] In addition to having many small districts, Nebraska is also problematic in that consolidation may join several districts that are not geographically contiguous.

considered estimates.

The variable NXTYRID is the 7-digit NCES ID code for the district that appeared to inherit most of the students from a closing district. An inverse variable, PRVYRID, was added to the receiving district on next year's file. PRVYRID is the 7-digit NCES ID code for the closing school district that sent the greatest number of students to this district. (In a few cases, such as reorganizations, multiple districts closed and a single district inherited all of their students.) It is important to note that PRVYRID only indicates inheritance of students from *closing* districts. Reorganizations that did not result in removal of a district from the CCD universe are not identified. In particular, the addition of charter schools as districts on the CCD file implies transfer of students from public school districts that remain in operation, but these linkages are not identified.

Table 2. Number of Closures/Consolidations, by Region and Year

	Northeast	South	Midwest	West	Total
1987-88	14	19	62	16	111
1988-89	16	4	56	17	93
1989-90	8	17	60	24	109
1990-91	3	24	62	22	111
1991-92	13	32	71	14	130
1992-93	11	21	111	34	177
1993-94	12	33	117	51	213
1994-95	28	11	71	47	157
1995-96	5	4	69	26	104

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Feeder districts. The second kind of linkage that is valuable for research purposes is between elementary school districts and the districts in which their "graduates" attend secondary schools. Although most districts are unified (including all of grades K-12), there are about 3,000 elementary districts and 600 secondary districts. If the characteristics of these districts are aggregated with characteristics of unified districts, the results can be very misleading. In particular, average school enrollments and numbers of schools per district differ greatly between elementary and secondary levels. To assist the sampling of uniformly K-12 units for studies of school characteristics, a secondary or unified "target" district was identified for each elementary district on CCD. The variable SECLEA is the 7-digit NCES ID code of the target district.

Because the identification process was time consuming, the elementary-secondary feeder linkage only appears on the 1992-93 component of the ten-year longitudinal file. The first step was to identify cities with elementary districts in which there was only a single district serving secondary students, or counties in which there was only a single district serving secondary students. In these cases, if the enrollments and grade spans were compatible, the matching process was straightforward. (No grades should be skipped between the elementary and secondary district grade spans, and if the target district is unified, there should be an enrollment increase at the transition grade.) Over 1,000 cases did not fall into these categories, and three procedures were used successively to make the links.

First, the Census TIGER (Topologically Integrated Geographic Encoding and Referencing) files were used to identify districts with overlapping blocks. The target district that has the largest number of blocks in common with an elementary district is a prime candidate for matching. This method was useful, but it was also limited in that many districts which were identified by their enrollment as being elementary were considered by the Census Bureau to be unified districts. For example, in Iowa, and possibly in other states, adjacent, nominally unified, districts practice "whole grade sharing," in which all the elementary students are served by one district and all the secondary students by the other. The Census TIGER files were not designed to identify whole grade sharing or other mechanisms that link elementary and secondary education between districts.

Second, for rural elementary districts a road atlas (American Automobile Association, 1997) was examined to identify the closest secondary or unified district with a compatible enrollment and grade span pattern. Judgments about the ease of travel were made based on the maps in the atlas. In many cases, there were trade-offs, for example between a district with a more consistent grade-by-grade enrollment pattern that was 20 miles away, versus a district with a somewhat inconsistent pattern that was 10 miles away. If the distances were not a great deal different, in the judgment of the researcher developing the file, the grade-by-grade enrollment patterns were the deciding factor.

Calls to nine districts indicated that the judgments were fallible, so a verification phase was implemented. The tentative elementary-secondary linkages were printed out for each state in which there were elementary districts in 1992-93, and these tables were transmitted to the State CCD Coordinators for review. Revisions and other useful information were received from most of the 40 states that were queried, and these were used to finalize the linkages.

The resulting counts of linkages are shown in table 3. Approximately two-thirds of the 3,554 elementary districts sent their "graduates" to secondary districts, while about one-third sent them to unified districts. In addition to the 588 secondary-only districts shown in table 3, 46 other secondary-only districts on the 1992-93 file are, by their names, either vocational or other special districts or otherwise take their students from nearby unified districts.

Table 3. Number of Elementary District Linkages in 1992-93, by Region

	Northeast	South	Midwest	West	Total
Elementary: to Secondary, One-to-one	6	0	30	76	112
to Secondary, Many to One	648 → 131	0	597→127	1,018→218	2,263→476
to Unified	280→161	246→182	507→330	146→114	1,179→787

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Editing and imputation steps for adding a year to the file

The longitudinal editing and imputation system consists of a series of five SAS programs, referred to as Phase I through Phase V. These programs were executed interactively, with examination of intermediate outputs followed by subsequent, more detailed, examination of small numbers of ambiguous cases. Missing values and values that were evaluated as very unlikely to reflect the actual status of education in school districts (i.e., "outliers") were replaced with statistically reasonable values. The judgments to replace reported values were naturally very conservative, to avoid eliminating real variability in school district information. With the exception of total teachers in 1986-87, which could be derived from the associated school file, no variable was imputed for a year in which it was missing for all school districts.

The numbers of district values imputed in each year are given in tables 4, 5, and 6. The numbers of missing responses imputed are given in the first half of each table (4a, 5a, 6a) , and the number of non-missing values replaced are given in the second half of each table (4b, 5b, 6b). Some of the replaced values turned out to be indicators of missing data, however, so the division of imputation counts into the two types is somewhat arbitrary. For example, all missing data for many variables on the 1990-91 CCD district file were zero, and "00" was used to represent no reported (i.e., missing) grade span in several years.

The editing and imputation in the current project was carried out primarily for the 1994-95 and 1995-96 school years. (The editing and imputation rules for the preceding years were developed earlier and are summarized in Appendix B.) The only exceptions were (1) the identification of "Vs" (large discrepancies between a value for one year and the values for the two adjacent years, which are similar to each other) and the editing and imputation of free lunch

eligible counts, which was undertaken for the entire period from 1987-88 through 1995-96 during this effort.

Phase I.

1. The first step is to read the agency data and school data into SAS files and identify the extent of missing data. Names are assigned to the variables to conform to the names assigned for preceding years.

2. The second step is to identify the set of districts to include in the longitudinal file. These include all districts also included in some preceding year, plus new districts. That is, the districts that had previously been excluded will continue to be excluded. Originally, only type 1 and 2 districts (and charter school districts identified as type 7) were included, and that continues generally to be the case. However, when evidence indicates the need to include some districts previously excluded (e.g., regular districts found to consolidate into districts labeled as regional), they are added to the file. New districts are added to the file only if they are types 1 or 2 (or possibly type 3 in Vermont) and have at least one student enrolled.

3. The third step is to identify each closure from the preceding year and to determine the district to whom most of its students probably transferred. For this, a printout of districts in the same state as a closing district, with a corresponding jump in enrollment, is examined. The printout is sorted by county and city, and an atlas is used to judge which other districts are sufficiently close to take the students. Grade spans are also taken into account in determining the "successor" district. Specifically, the district whose address is closest to the closing district, by road, among districts with a compatible grade range and enrollment, is identified. After the determinations are made, the variables NXTYRID and PRVYRID are assigned. During this step, closed districts that were on the file in the preceding year with zero enrollment for that year are reclassified as closed one year earlier and the successor districts are sought in the appropriate year. Note: the longitudinal record for a district remains on the file, even though the district is closed for a part of the ten-year period.

4. Next, the missing data variables are defined and preset, and the variable YRS is extended one character to include the year to be added. The i-th character in YRS gives the school district CCD status in year i, where i=1 corresponds to 1986-87. "Y" indicates that there is a district record and at least one school record for the district in the year; "N" indicates that there is a district record but no school record in the year; and "M" indicates that there is no district record in the year. For example, "YYNM" indicates a district that reported schools for two years, appeared on the file with no schools the third year, and dropped from the file in the fourth year.

5. The final step in Phase I is to create a file that merges all years' district data and a file that merges all years' school data, aggregated to the district level.

Phase II.

Phase II consists of the imputation of the most basic information about school districts: the number of schools and the grade span.

1. Although schools are opened and closed to respond to changing enrollment, changes of more than one school in a district need to be examined. The first step is to list the districts in which the number of schools changed by more than one but which did not experience a corresponding enrollment change.

2. The enrollments and grade spans of the schools in these districts are compared in two adjacent years to determine whether there was a reorganization of grade levels in schools or a combining or splitting of schools that would explain the change in number of schools. There were very few cases which could not be explained in this way, and in most cases these appeared to involve counting some form of specialty school in one year and not in the other year. Numbers of schools were edited and imputed for a total of only 118 districts over the ten-year period (including 72 in 1986-87). Generally, explainable differences in numbers of schools (e.g., the closure of an alternative school) were left unedited, as were any changes of a single school in a district.

3. Information on the numbers of schools was missing for 66 districts over the ten-year period, and these were imputed to be the same as in an adjacent year. In the few (8) districts which were on the file for only one year, a total of eight schools were imputed.

4. Most grade span changes from one year to the next involve prekindergarten, kindergarten, and first grade. These were not edited unless they were in conflict with information from the school file. With the exception of 1986-87, few reported grade spans were replaced, and most of those were from "00" to a legitimate value, possibly "UG" (ungraded). Values of "00" were generally changed to values from an adjacent year's district file. In 1986-87, there appears to have been an excess of reported prekindergartens, compared to all later years. To correct this the number of prekindergarten students was set to match 1987-88 figures.

5. Grade spans in schools with more than 30 students, where there was a change not involving PK, KG, or 1, were considered for replacement. They were replaced if they constituted a "V" (that is, a change that was reversed in the following year) with no change in enrollment that would correspond to the addition or removal of a grade.

6. For 1995-96, a few new districts reporting "00" for grade spans were compared with grade spans reported on a State Education Agency web page. The grade spans reported on these web pages were substituted for the "00."

Table 4a Number of Missing Values for which Imputations were Generated: Part 1

	TOTAL DISTRICTS	NUMSCHL	GRADE_LO	GRADE_HI	TOTSTUDT	TOT_TCHR
1986-87	15,367	10	10	10	2,938	15,367
1987-88	15,298	27	10	10	20	1,175
1988-89	15,223	17	0	0	10	2,067
1989-90	15,138	11	0	0	4	386
1990-91	15,055	1	1	1	1	2
1991-92	14,953	0	36	36	0	924
1992-93	14,817	0	0	0	1	550
1993-94	14,649	0	0	0	0	269
1994-95	14,523	0	0	0	2	137
1995-96	14,548	2	0	0	3	387

Note: 1986-87 teacher total summed from school file. See table 1 for variable definitions. Categories are Number of Schools; Low Grade; High Grade; Total Students; Total Teacher FTE.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table 4b Number of Non-Missing Values for which Replacement Imputations were Generated: Part 1

	TOTAL DISTRICTS	NUMSCHL	GRADE_LO	GRADE_HI	TOTSTUDT	TOT_TCHR
1986-87	15,367	72	2,293	76	36	0
1987-88	15,298	2	51	46	40	26
1988-89	15,223	0	47	48	16	76
1989-90	15,138	0	46	48	12	16
1990-91	15,055	0	61	57	31	951
1991-92	14,953	1	23	23	16	58
1992-93	14,817	21	47	41	15	351
1993-94	14,649	3	40	31	13	12
1994-95	14,523	8	11	10	10	46
1995-96	14,548	16	17	19	49	66

Note: In 1986-87, 2,207 districts that reported “PK” as the lowest grade were set to “KG” to match 1987-88 figures and school figures. Categories are Number of Schools; Low Grade; High Grade; Total Students; Total Teacher FTE.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File

Phase III.

Phase III consists of imputing the two basic counts for each district: the numbers of students (TOTSTUDT) and of full-time equivalent teachers (TOT_TCHR). These two counts provide the context for imputing other counts, such as the numbers of graduates, ungraded students, and special education students. These two measures must be edited in a coordinated fashion, because the primary criterion for validation of the data is the student/teacher ratio. If the ratio is out of a reasonable range, it is necessary to decide (based for example on another year's data) which of the two numbers is in error.

1. The first step is to replace missing and zero teacher counts on the district file with counts aggregated from the corresponding school file records, if the resulting student/teacher ratio would be between 1 and 100.

2. Student/teacher ratios of greater than 100 are also identified for potential replacement of either the student count or the teacher count.

3. First, teacher counts are considered for replacement. Because the relations between student and teacher counts vary with district size, six linear relations are estimated, three for districts with more than 500 reported students and three for smaller districts. These linear regressions predict (a) the teacher count from the student count; (b) the student/teacher ratio from the prior year's ratio; and (c) the prior year's student/teacher ratio from the year preceding that. School districts whose counts have identified problems are excluded from the regressions.

4. If there is information from the preceding year and the teacher count changes by more, in terms of percentage, than the student count, the teacher count is imputed by dividing the student count by the regression estimate of the student/teacher ratio based on the previous year. The regression estimate of the student/teacher ratio includes random error as indicated by the regression estimation procedure. Imputed teacher counts are limited to be sufficiently large that the student/teacher ratio does not exceed 100.

5. If there is no preceding year's information, teacher counts are imputed using the regression based on students, including the addition of random error with variance indicated by the regression estimation. Imputed teacher counts are again limited to be no smaller than 1/100 of the corresponding student counts

6. The next step is to identify "Vs" in the student and teacher counts for the year preceding the most current year. A "V" is defined as a district value for teacher or student counts in a year which differs by a ratio of more than 7:5 or 5:7 (and by more than an absolute count of 40) in the same direction from both of the adjacent years, accompanied by a corresponding change in the student/teacher ratio by more than 20 percent. For example, in one district in New Mexico, enrollments for the years 1991-92 through 1995-96 were reported to be 547, 532, 957, 552, and 598, while the number of teachers varied between 35 and 38. The value for 1993-94 was

replaced with a statistical estimate (which includes a random component) of 556. This and other rules for identifying "Vs" are summarized in table A13.

7. Teacher counts for "Vs" are imputed for the preceding year, based on the regression estimate of the student/teacher ratio from the year preceding that. That is, the method is the same as in Step 4, but for one year earlier.

8. Steps 1 through 7 are repeated for student counts, reversing the role of teacher and student counts. In repeating Step 3, separate regressions are computed for large and small schools, where the size criterion is 50 teachers.

9. If both student and teacher counts are missing, the prior year's counts are used. This occurred in no cases in 1994-95 and one case in 1995-96.

10. Finally, the student/teacher ratio is computed. On the final file, over the 10 years, there are 18 records with student/teacher ratios greater than 50, of which 9 are imputed; and the maximum ratio is 86.3. These ratios are correlated across adjacent years as a check on the adequacy of the editing. If the correlation is less than .85, there are probably additional problems with these counts that would interfere with use for longitudinal analyses. (The minimum value for the ten-year period was .87, between 1991-92 and 1992-93.)

Phase IV

In the next phase, information is added to the district file from the school file and the 1990 Census School District Data Book (SDDB). In particular, the counts of five racial/ethnic categories of students and free lunch eligible students were imputed for the years in which those measures were collected; district locale code was aggregated from schools; and the percentage of school-aged children in poverty was imputed for districts not in existence in 1990 or otherwise not in the SDDB.

1. Racial/ethnic counts are available for individual schools but not for districts as a whole. However, it is straightforward to aggregate the data from schools to the district level, and this is the first step in this phase. Counts of Asian/Pacific Islanders, Blacks (non-Hispanic), Hispanics, Alaskan Natives/American Indians, and Whites (non-Hispanic) in enrollment were computed for each district by summing the counts for schools. Starting in 1990-91, racial/ethnic counts were reported for either none or all of the five categories, and prior to that, partially missing data could reasonably be assumed to represent zeros. Therefore, the five counts are edited and imputed as a unit, with a single missing data indicator.

2. The five counts were temporarily transformed to fractions of the total sum of the five counts for the purposes of editing and imputation.

3 Whenever there are missing data for districts which report the racial/ethnic counts in other years, linear regressions predicting percentages based on adjacent years have high accuracy

rates (r^2>.96). These regressions are used for predicting the five percentages, and they are normalized to sum to 100 by dividing by their sum. A random disturbance is added to each regression estimate, matching the error variance indicated by the regression results

4. In a few cases, there are no data from other years. In these cases, the 1990 Census School District Data Book estimates of percentages of children by racial/ethnic category for districts in the same city or county are used. In these cases, it is necessary to verify that the address on the CCD file is the location of the district's school(s), not a regional central office. The use of adjacent year regressions in step 3 means that national trends for ethnic percentages were used in the imputation of trends over time in districts with no reported race/ethnic data.

5. A few "Vs" in racial/ethnic counts were identified. The criterion used is a discrepancy of more than 15 percent in any of the five percentages from each of the adjacent years, which themselves are within 5 percent of each other. This criterion is limited to school districts with more than 300 students. Identification of "Vs" in smaller districts would not be reliable.

6. When "Vs" are found, values are imputed, as in Step 2, from the prior year; that is, from the year before the "V."

7. The total number of students for whom race is imputed, for each of the years from 1987-88 to 1995-96, in millions, is 10.5, 6.1, 4.5, 4.3, 3.5, 2.5, 0.3, 0.9, and 0.9. As a check on the imputations, the correlations of reported percentages between adjacent years are compared to the correlations of imputed percentages. As a final step, the racial/ethnic percentages are translated into counts, adding exactly to the total enrollment in the district, even though the reported race-ethnic counts and total enrollment counts may have been taken on different dates.

8. Locale codes are aggregated from school locales by identifying the locale code that is the mode for schools in the district. In the case of ties, the more urban of the choices is assigned. It should be noted that published CCD school locale codes were carefully reviewed by NCES in 1993-94, so more confidence should also be placed in the district aggregate locale codes starting in that year. For example, a number of Census non-places were recoded correctly starting in 1993-94. For unimputed locale codes, the imputation indicator takes on numeric values, which can be ignored, indicating the "rule" used in the aggregation algorithm.

9 For districts missing locale code for some year, but with a locale code in a subsequent year, the first subsequent year's locale code was imputed for it.

10. For new districts for which a locale could not be derived from the school file, the locale of other districts in the same city were considered, along with information about the population of the city of the district. There were no such districts in 1993-94, but two in 1994-95.

11. For percent poverty, the1990 Census data were used for all school districts in existence in 1989-90. For new districts in 1994-95 and 1995-96, a linear regression was used to estimate the percent of school-aged children in poverty. The regression made use of several predictors which

were found to be significantly correlated with the percent poverty: the state mean percent poverty, the district aggregated percentage of students eligible for the Federal school lunch program, percent minority enrollment, student/teacher ratio, and whether the locale of the district was in a central city of a SMSA (locale=1 or 3). The r^2 for the regression was .54, so there was a substantial random component in the few cases imputed.4

12. The count of students eligible for the Federal school lunch program (FLE) was first aggregated from school-level data. In the earlier years, large percentages of the data were missing or reported as uniform zeros in a state. It was necessary to identify the year in which each state began to report positive numbers.

13. Eleven states were identified for which no FLE counts were reported in any year. Nineteen other states failed to report counts in one or more years during the period. For districts in other states, a series of zeros prior to the first non-zero value reported by a district was judged erroneous if the first two non-zero values were within a ratio of 3:4 of each other. For example, if a district reported 0, 0, 10, 30, 80 free lunch eligible students over five years, the initial 0's were considered correct. If a district reported 0,0, 60, 50, 70 free lunch students over five years, however, the initial 0's were considered to represent missing data for those years.

14. Two initial linear regressions were run to remove outliers and create a database on which regression coefficients for imputations could be estimated. (Outliers were defined as any free lunch eligible percentages of enrollment that were more than 30 percent from the linear trend estimate, plus any zeros for which the linear trend estimate was greater than 20 percent.) The dependent measure for the regressions was the percentage of enrollment that was FLE, and when data from other years were available, the predictor was the interpolation or extrapolation of the linear trend estimate for that district. The r^2 was .96.

15. When no data were available for any year, a more complex regression was used. For districts reporting F33 financial data in 1992, the revenue for the federal school lunch program, divided by the total number of student, was used, along with three other F33 measures (federal, state and local revenues), percent poverty, percent minority, percent special education students, and three categories of enrollment size (less than 30, between 30 and 500, and greater than 500). The r^2 for this regression was .78. For cases without F33 data, the r^2 was .60.

16. As a check on the imputations, the overall trend in total national counts was examined, and mean imputed values were compared to mean reported values for the same districts in different years.

---

4 As a final step in the development of the 10-year longitudinal file, in April 1999, the Census Bureau's school district poverty percentage estimate for 1995-96 was added to the file. Where there were extreme discrepancies between the 1989-90 and 1995-96 percentages, the 1989-90 figures were replaced with estimates based on the 1995-96 values, on locale, and on the changes in minority percentages and free lunch eligible percentages between 1989-90 and 1995-96. The standard error for the predicted change in the poverty percentage from 1989-90 to 1995-96 was 3.4 percent.

Table 5a. Number of Missing Values for which Imputations were Generated: Part 2

	TOTAL DISTRICTS	ETHNIC	FLNCHELG	LOCACODE	TOT_PK12	TOTUNGRD
1986-87	15,367			15,367		
1987-88	15,298	3,479	2,872	26	29	3,744
1988-89	15,223	2,377	3,054	16	11	3,355
1989-90	15,138	1,996	7,950	11	4	3,200
1990-91	15,055	1,410	8,667	18	1	1
1991-92	14,953	868	5,412	13	1	3,434
1992-93	14,817	547	3,991	5	1	3,326
1993-94	14,649	116	3,080	1	0	4,320
1994-95	14,523	114	2,823	0	2	3,660
1995-96	14,548	123	3,090	5	3	3,746

Note: Categories are Race/Ethnicity; Free Lunch Eligible; Locale Code; Total Membership PK-12; Total Membership Ungraded.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table 5b. Number of Non-Missing Values for which Replacement Imputations were Generated: Part 2

	TOTAL DISTRICTS	ETHNIC	FLNCHELG	LOCACODE	TOT_PK12	TOTUNGRD
1986-87	15,367			0		
1987-88	15,298	1	8,479	0	40	11
1988-89	15,223	7	7,607	0	14	10
1989-90	15,138	22	1,578	0	11	3
1990-91	15,055	10	929	251	30	7
1991-92	14,953	4	17	502	15	4
1992-93	14,817	43	393	78	15	5
1993-94	14,649	11	262	458	9	6
1994-95	14,523	7	138	0	10	5
1995-96	14,548	5	183	32	6	0

Note: Categories are Race/Ethnicity; Free Lunch Eligible; Locale Code; Total membership PK-12; Total Membership Ungraded.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Phase V.

The final phase of the editing imputation focused on subsets of total enrollment: students in grades prekindergarten through 12 versus ungraded students, regular and other diploma graduates and other high school completers, and special education/IEP students.

1. For the division of enrollment between ungraded and other students, a simple imputation was carried out, either setting the ungraded count to zero, if the students in grades was equal to the total enrollment, or using the prior year's breakdown in other cases. Almost all imputations of ungraded students were zero.

2. Special education counts were imputed using a regression predicting the percentage of students in special education from the state mean percentage, the percentage in the prior year, and the student/teacher ratio, resulting in an r^2 of .59. An indicator of whether the district had any ungraded students was also included but failed to contribute significantly to the prediction.

3. "Vs" in special education counts were identified using a criterion factor of two; that is the count being considered must be more than twice or less than half of both the adjacent years' counts, with a discrepancy of at least 40 to guard against large percentage changes in very small districts. For example, the IEP counts reported by a district in Georgia between 1991-92 and 1995-96 were 204, 210, 207, 607, and 220, with no large changes in total enrollment "Vs" were replaced by selecting a random value from a distribution whose mean was the average of the two adjacent years, and whose standard deviation was equal to the difference between those two values. . In the example, the value for 1994-95 was replaced by a statistical estimate of 245.

4. The three completion counts (regular and other diplomas and other completers) were all edited and imputed in the same manner. The first step was to compute the district count of twelfth graders in the preceding year by aggregating records on the school file, to use as a denominator for three completion rates. Zero was imputed for missing rates if there were no twelfth graders reported in the preceding year and the school was not ungraded. State policies in granting diplomas were taken into account to the extent that no OTHHSCMP (Other High School Completer) recipients were imputed for states that did not recognize this credential, according to the states' reports on the 1996-97 CCD.

5. Linear regressions were used for imputation of high school completion rates, using as predictors the prior year's rate, plus percents minority, special education, and poverty (Census). Cases in which the number of graduates was greater than the number of 12^{th} graders reported the prior year, by at least the square root of the number of 12^{th} graders, were excluded as outliers from the regression. (A Poisson process, for example, would generate a standard deviation equal to the square root of the mean.) The r^2 values were modest (.25, .48, and .30 for regular diploma, other diploma, and other completer rates), but the standard deviations around the mean values of .89, .01, and .05 were sufficiently small to justify the imputation.

6. "Vs" in completer counts were identified using the same criteria as for special education/IEP counts in step 3 (a factor of 2, with a minimum of 40).

Table 6a Number of Missing Values for which Imputations were Generated: Part 3

	TOTAL DISTRICTS	REGDIPLO	OTHDIPLO	OTHHSCMP	HSEQVREC	SPED_IEP
1986-87	15,367					
1987-88	15,298	2,785	9,821	10,029	10,158	4,293
1988-89	15,223	1,943	9,137	9,371	9,394	2,035
1989-90	15,138	2,131	8,840	8,556	9,438	1,725
1990-91	15,055	1	1	1	1	1
1991-92	14,953	350	8,776	10,016		1,398
1992-93	14,817	3,886	10,036	13,311		860
1993-94	14,649	3,750	10,732	13,195		256
1994-95	14,523	3,693	10,154	13,089		450
1995-96	14,548	3,430	11,032	13,200		354

Note: Categories are Regular Diploma; Other Diploma; Other High School Completer; High School Equivalency Recipient; Special Education IEP

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table 6b Number of Non-Missing Values for which Replacement Imputations were Generated: Part 3

	TOTAL DISTRICTS	REGDIPLO	OTHDIPLO	OTHHSCMP	HSEQVREC	SPED_IEP
1986-87	15,367					
1987-88	15,298	644	18	12	39	2,900
1988-89	15,223	470	36	19	35	3,149
1989-90	15,138	456	41	23	41	1,766
1990-91	15,055	820	1,479	887	5,268	4,477
1991-92	14,953	429	53	42		886
1992-93	14,817	256	81	23		1,899
1993-94	14,649	296	64	36		657
1994-95	14,523	16	3	3		56
1995-96	14,548	12	0	0		660

Note: Categories are Regular Diploma; Other Diploma; Other high School Completer; High School Equivalency Recipient; Special Education IEP.

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

7. Finally, a single SAS file containing all of the quantitative data (ALL.SD2) was created, along with ten single-year files (AIRLEAyy.SD2, where yy=86, ... , 95), each containing directory and other information copied from the CCD files. Missing data indicators take on the value "M" for imputed data and a single blank character for reported data.

As a result of selecting a subset of districts for inclusion in the CCD longitudinal research file and of editing and imputing values for some of the fields, the total counts of quantitative statistics of public elementary and secondary education are somewhat different from values based on (a) the unedited counts in the original (full) set of CCD districts and (b) the unedited counts in the longitudinal subset of districts. The differences for fields reported on the CCD district survey are shown in tables 7, 8, and 9.

The largest differences in total students and teachers (table 7) are in 1986-87, when no student data were reported by 10 states and no teacher data were reported at all. (Counts were reported on the school files in that year, however, and these can be aggregated to produce total count estimates.)

The largest differences in ungraded and special education counts (table 8) occur because the longitudinal subset omits local education agencies serving special populations, who in many cases are in ungraded settings, and because special education counts were only partially reported in the earlier years studied.

Table 7. Comparison of school, student, and teacher counts based on edited and originally reported values.

	Number of schools			Number of students			Number of teachers		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed
1986-87	84,755	81,881	84,077	31,798,484	31,311,278	40,335,891	--	--	2,238,067
1987-88	85,063	82,235	84,140	40,706,279	39,747,426	40,497,268	2,106,816	2,047,606	2,285,167
1988-89	84,911	82,195	84,013	41,039,846	39,934,223	40,707,801	1,978,032	1,913,772	2,311,807
1989-90	85,156	82,462	84,260	41,453,526	40,335,426	41,053,518	2,331,819	2,264,938	2,358,078
1990-91	86,277	83,469	85,215	42,095,467	41,000,579	41,724,492	2,286,589	2,218,535	2,410,321
1991-92	86,287	85,166	85,165	42,767,578	42,561,580	42,572,848	2,297,463	2,273,261	2,432,940
1992-93	86,089	85,083	85,136	43,436,788	43,279,584	43,291,359	2,396,342	2,362,613	2,448,524
1993-94	87,104	86,048	86,047	44,077,650	43,914,555	43,914,255	2,533,470	2,499,195	2,510,562
1994-95	88,099	86,755	86,769	44,777,473	44,527,708	44,531,127	2,394,004	2,367,399	2,561,069
1995-96	88,981	87,581	87,574	45,495,501	45,242,354	45,267,152	2,390,663	2,364,553	2,603,716

-- Data were not reported on Education Agency File in 1986-87.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Public School and Education Agency Files, 1986 – 1995; and Longitudinal District File.

The largest difference between diploma and completer counts (table 9) is that the imputed counts are higher. This arose because many districts which reported other diplomas or other completers in some years left this field blank (not zero) in other years. Counts comparable to years in which they reported counts were imputed in the years in which they left these field blank. If, in fact, the missing data for these two counts actually reflect zero values (i.e., no other diplomas or other completers), then the longitudinal file may overestimate the actual totals for other diplomas and other completers.

Table 8. Comparison of ungraded and special education student counts based on edited and originally reported values.

	Number of ungraded students			Number of special education students		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed
1987-88	801,609	697,082	698,904	1,955,846	1,922,548	3,807,820
1988-89	916,238	620,613	635,325	2,503,359	2,471,036	3,945,121
1989-90	842,641	726,350	740,681	3,406,534	3,329,080	4,114,901
1990-91	794,402	680,870	695,566	3,285,855	3,211,855	4,230,124
1991-92	858,347	762,855	762,578	3,734,509	3,696,668	4,335,679
1992-93	782,982	709,553	709,964	4,058,204	4,008,026	4,636,688
1993-94	795,104	723,221	721,157	4,550,921	4,493,412	4,763,262
1994-95	761,399	689,972	677,406	4,604,596	4,541,355	4,684,633
1995-96	765,390	695,186	695,186	4,552,232	4,488,737	4,745,255

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Public School and Education Agency Files, 1986 – 1995; and Longitudinal District File.

Table 9. Comparison of regular and other diploma and high school completer counts based on edited and originally reported values.

	Number of regular diplomas			Number of other diplomas			Number of other high school completers		
	Original file	Longitudinal subset	Imputed	Original file	Longitudinal subset	Imputed	Original file	Longitudi-nal subset	Imputed
1987-88	2,477,492	2,435,488	2,335,291	23,474	17,883	31,451	6,087	5,938	8,707
1988-89	2,462,473	2,417,929	2,511,651	24,225	19,764	31,753	9,866	9,663	17,743
1989-90	2,385,885	2,333,313	2,450,973	27,808	23,653	28,760	13,048	12,984	14,399
1990-91	2,277,010	2,224,643	2,332,513	26,234	21,176	44,790	14,935	14,813	19,928
1991-92	2,255,354	2,242,927	2,244,970	35,745	35,664	36,382	14,119	13,889	15,695
1992-93	2,188,933	2,177,245	2,210,838	63,936	63,816	71,536	17,841	17,482	24,770
1993-94	2,216,376	2,204,868	2,247,646	31,604	31,317	39,421	24,865	24,562	32,941
1994-95	2,177,083	2,166,045	2,226,578	34,717	34,574	37,866	26,123	25,891	30,529
1995-96	2,294,627	2,280,149	2,285,110	33,059	32,989	40,990	27,735	27,473	36,434

Source: U. S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Public School and Education Agency Files, 1986 – 1995; and Longitudinal District File.

Appendix A: Codebook

The information on the longitudinal CCD district research file, which consists of the fields listed in table 1, is stored in two forms: (1) on a separate set of files, one for each year, merged with unedited CCD directory information, and (2) on a single file, containing information for all years, but without directory information. The files can be merged using the common identifier, NLEA_ID. The correspondence of variable names on the files is given by:

Variable Name	Variable Names on Combined File
NUMSCHLS	N86-N95
TOTSTUDT	S86-S95
TOT_TCHR	T86-T95
TOT_PK12	P87-P95
TOTUNGRD	U87-U95
SPED_IEP	I87-I95
REGDIPLO	R87-R95
OTHDIPLO	O87-O95
OTHHSCMP	C87-C95
HSEQVREC	Q87-Q90
GRADE_LO	L86-L95
GRADE_HI	H86-H95
LOCACODE	D86-D95
ASIAN, WHITE	A87-A95, W87-W95,
HISPANIC, BLACK	X87-X95, B87-B95,
NATAMER	V87-V95
FLNCHELG	F87-F95
PPOV	CP90, CP95

Frequency distributions of these fields are given in tables A1 through A11. For tables A1 through A9, the frequencies are broken down by region of the country, defined in terms of the first two digits of the NCES identifier, NLEA_ID (the FIPS state code):

Northeast: Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, Connecticut, New Jersey, Pennsylvania

South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, Texas

Midwest: Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Ohio, Indiana, Illinois, Iowa, Nebraska, Missouri, Kansas

West: Montana, Idaho, Washington, Alaska, Wyoming, Colorado, Utah, New Mexico, Nevada, Arizona, Oregon, California, Hawaii

Territories: American Samoa, Guam, Marianas, Puerto Rico, Virgin Islands

Table A1. Number of Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87	2,986	3,406	5,982	2,988	5	15,367
1987-88	2,985	3,391	5,930	2,987	5	15,298
1988-89	2,972	3,388	5,881	2,977	5	15,223
1989-90	2,966	3,373	5,833	2,961	5	15,138
1990-91	2,970	3,352	5,780	2,948	5	15,055
1991-92	2,965	3,324	5,720	2,939	5	14,953
1992-93	2,966	3,304	5,631	2,911	5	14,817
1993-94	2,959	3,273	5,543	2,869	5	14,649
1994-95	2,939	3,263	5,489	2,827	5	14,523
1995-96	2,960	3,259	5,518	2,806	5	14,548

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A2. Number of Schools in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87	13,835	27,095	24,843	16,474	1,830	84,077
1987-88	13,852	26,987	24,874	16,544	1,883	84,140
1988-89	13,878	27,053	24,517	16,762	1,803	84,013
1989-90	13,880	27,166	24,509	16,917	1,788	84,260
1990-91	13,978	27,278	24,498	17,718	1,743	85,215
1991-92	13,852	27,205	24,472	17,927	1,709	85,165
1992-93	13,880	27,382	24,382	17,777	1,715	85,136
1993-94	13,937	27,549	24,914	17,940	1,707	86,047
1994-95	14,039	27,890	24,989	18,136	1,715	86,769
1995-96	14,061	28,239	25,295	18,294	1,685	87,574

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A3. Number of Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87	7,128,175	14,328,028	9,844,894	8,293,128	741,666	40,335,891
1987-88	7,132,561	14,286,045	9,860,759	8,479,248	738,655	40,497,268
1988-89	7,095,421	14,487,556	9,723,566	8,673,488	727,770	40,707,801
1989-90	7,091,493	14,517,683	9,832,838	8,896,306	715,198	41,053,518
1990-91	7,176,328	14,799,506	9,895,063	9,143,570	710,025	41,724,492
1991-92	7,302,835	15,031,710	10,051,991	9,473,770	712,542	42,572,848
1992-93	7,430,361	15,310,012	10,154,411	9,684,497	712,078	43,291,359
1993-94	7,547,890	15,542,238	10,250,570	9,866,050	707,507	43,914,255
1994-95	7,662,120	15,789,968	10,338,472	10,042,118	698,449	44,531,127
1995-96	7,794,802	16,053,313	10,459,059	10,261,602	698,376	45,267,152

Source: U.S. Dept. of Education, Natl. Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A4. Number of Full-Time Equivalent Teachers in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87	447,078	793,359	574,839	386,910	35,881	2,238,067
1987-88	455,474	818,364	576,863	397,543	36,923	2,285,167
1988-89	458,969	838,011	574,399	403,420	37,013	2,311,812
1989-90	461,381	859,370	583,333	416,547	37,447	2,358,078
1990-91	469,340	876,591	592,970	433,019	38,401	2,410,321
1991-92	467,810	890,997	595,037	437,715	41,381	2,432,940
1992-93	477,504	888,323	590,557	449,386	42,754	2,448,524
1993-94	485,889	932,247	592,570	455,739	44,117	2,510,562
1994-95	492,990	953,853	603,945	465,932	44,348	2,561,069
1995-96	499,145	973,636	610,812	475,616	44,506	2,603,716

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A5. Number of Special Education/IEP Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	721,706	1,524,915	815,754	729,000	16,445	3,807,820
1988-89	742,959	1,602,270	813,010	768,527	18,355	3,945,121
1989-90	792,416	1,596,813	917,678	788,402	19,592	4,114,901
1990-91	776,489	1,679,681	896,522	858,714	18,718	4,230,124
1991-92	791,585	1,665,631	966,130	893,949	18,384	4,335,679
1992-93	858,415	1,838,088	1,003,022	919,053	18,110	4,636,688
1993-94	833,572	1,902,449	1,025,478	983,642	18,122	4,763,263
1994-95	846,135	1,957,794	872,286	990,447	17,971	4,684,633
1995-96	876,704	1,970,710	832,390	1,047,628	17,823	4,745,255

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A6. Number of Free Lunch Eligible Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	1,600,033	4,473,860	1,985,152	2,183,027	580,664	10,822,736
1988-89	1,606,697	4,682,761	1,945,526	2,325,329	598,788	11,159,101
1989-90	1,633,993	4,751,232	1,992,924	2,495,894	550,721	11,424,764
1990-91	1,701,659	4,933,876	2,087,168	2,676,597	573,329	11,972,629
1991-92	1,788,974	4,924,164	2,233,300	2,901,525	648,361	12,496,324
1992-93	1,865,246	5,419,868	2,312,895	3,118,120	523,439	13,239,568
1993-94	1,948,064	5,498,947	2,323,133	3,300,276	509,955	13,580,375
1994-95	1,999,437	5,698,251	2,337,960	3,451,877	540,875	14,028,400
1995-96	2,047,743	5,868,045	2,446,331	3,646,104	534,870	14,543,093

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A7. Number of Ungraded Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	242,046	121,037	211,904	123,420	497	698,904
1988-89	236,737	138,118	88,558	158,051	13,861	635,325
1989-90	236,829	149,794	194,018	146,917	13,123	740,681
1990-91	235,742	147,814	148,417	151,216	12,377	695,566
1991-92	235,500	121,336	234,680	158,112	12,950	762,578
1992-93	233,360	159,110	154,993	148,816	13,685	709,964
1993-94	238,813	159,267	177,522	130,663	14,892	721,157
1994-95	238,185	135,717	175,217	126,342	1,945	677,406
1995-96	238,434	136,981	177,374	126,872	15,525	695,186

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A8a. Number of Regular Diplomas Earned in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	464,145	814,777	605,329	418,082	32,958	2,335,291
1988-89	491,139	828,662	690,374	466,910	34,566	2,511,651
1989-90	465,838	827,761	667,172	455,823	34,379	2,450,973
1990-91	436,897	784,691	628,884	449,764	32,277	2,332,513
1991-92	408,239	769,719	584,592	450,352	32,068	2,244,970
1992-93	408,675	741,473	576,003	452,413	32,274	2,210,838
1993-94	407,109	754,613	583,145	470,919	31,860	2,247,646
1994-95	401,122	744,025	568,117	481,503	31,810	2,226,577
1995-96	405,373	770,078	585,135	493,810	30,714	2,285,110

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A8b. Number of Other Diplomas Earned in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87						
1987-88	549	10,692	6,437	8,205	5,568	31,451
1988-89	1,599	12,972	11,721	902	4,559	31,753
1989-90	622	12,871	10,353	795	4,119	28,760
1990-91	1,025	23,925	9,668	5,202	4,970	44,790
1991-92	1,440	16,861	4,578	2,471	11,032	36,382
1992-93	4,626	32,266	4,296	5,708	24,640	71,536
1993-94	4,608	16,537	5,135	2,829	10,312	39,421
1994-95	6,075	14,057	5,247	2,759	9,728	37,866
1995-96	6,231	11,501	4,823	2,891	15,544	40,990

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A8c. Number of Other High School Completers in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87						
1987-88	955	5,041	808	1,587	53	8,444
1988-89	2,344	10,025	993	1,899	2,471	17,732
1989-90	2,602	8,958	921	1,819	2	14,302
1990-91	2,575	11,871	1,480	2,936	7	18,869
1991-92	1,518	10,043	814	2,656	41	15,072
1992-93	2,661	11,806	2,358	4,247	2,343	23,415
1993-94	2,880	13,341	2,616	4,923	6,929	30,689
1994-95	3,102	14,271	3,175	5,271	2,268	28,087
1995-96	2,644	15,115	3,352	5,957	6,956	34,024

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A9a. Number of Asian Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87						
1987-88	201,907	186,158	133,778	658,215	39,086	1,219,144
1988-89	204,937	191,902	137,888	687,546	40,078	1,262,351
1989-90	216,476	200,227	146,757	719,177	39,248	1,321,885
1990-91	229,658	213,173	154,978	745,482	41,353	1,384,644
1991-92	243,528	224,177	162,562	787,618	44,627	1,462,512
1992-93	257,680	241,233	170,694	817,005	48,083	1,534,695
1993-94	270,309	252,089	178,819	840,698	49,881	1,591,796
1994-95	279,487	266,921	188,028	862,617	50,934	1,647,987
1995-96	293,938	280,465	196,112	887,591	52,478	1,710,584

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A9b. Number of African American Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87						
1987-88	1,057,285	3,636,396	1,293,318	539,083	20,988	6,547,070
1988-89	1,046,976	3,673,696	1,258,039	544,207	20,152	6,543,070
1989-90	1,048,827	3,671,669	1,276,847	551,989	18,960	6,568,292
1990-91	1,064,983	3,737,014	1,281,103	565,452	18,538	6,667,090
1991-92	1,089,196	3,774,618	1,324,266	586,142	19,138	6,793,360
1992-93	1,116,526	3,874,304	1,344,229	603,624	20,194	6,958,877
1993-94	1,142,360	4,012,205	1,361,874	617,399	19,934	7,153,772
1994-95	1,163,985	4,128,855	1,388,078	637,435	20,033	7,338,386
1995-96	1,189,633	4,215,933	1,422,457	657,036	19,070	7,504,129

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A9c. Number of Hispanic American Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	640,818	1,281,249	289,527	1,804,279	675,278	4,691,151
1988-89	641,793	1,346,528	291,092	1,919,343	664,318	4,863,074
1989-90	660,648	1,381,839	315,524	2,065,612	653,302	5,076,925
1990-91	693,866	1,489,918	331,411	2,221,513	647,252	5,383,960
1991-92	726,499	1,560,592	344,850	2,363,346	645,351	5,640,638
1992-93	762,251	1,627,611	363,396	2,475,392	640,230	5,868,880
1993-94	797,247	1,689,469	382,412	2,582,198	634,626	6,085,952
1994-95	829,114	1,788,014	405,324	2,700,734	624,432	6,347,618
1995-96	870,372	1,887,681	434,788	2,840,821	624,522	6,658,184

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A9d. Number of Native American Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Territories	Total
1986-87						
1987-88	13,346	103,991	66,655	182,302	21	366,315
1988-89	13,468	104,871	66,490	185,255	18	370,102
1989-90	13,478	108,608	71,898	175,180	15	369,179
1990-91	14,290	114,768	72,401	193,739	21	395,219
1991-92	16,674	121,379	73,592	212,475	22	424,142
1992-93	17,622	125,657	76,022	218,401	41	437,743
1993-94	17,732	131,853	79,079	226,079	30	454,773
1994-95	19,275	139,022	81,712	238,610	93	478,712
1995-96	20,885	148,175	84,330	245,929	33	499,352

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A9e. Number of White Students in Regular Public School Districts, by Region and Year

	Northeast	South	Midwest	West	Terri-tories	Total
1986-87						
1987-88	5,219,205	9,078,251	8,075,966	5,295,369	3,282	27,672,073
1988-89	5,188,247	9,169,730	7,968,511	5,336,414	3,204	27,666,106
1989-90	5,152,064	9,155,010	8,021,812	5,367,084	3,673	27,699,643
1990-91	5,173,531	9,244,309	8,055,170	5,413,463	2,861	27,889,334
1991-92	5,226,938	9,350,944	8,146,721	5,524,189	3,404	28,252,196
1992-93	5,276,282	9,440,343	8,199,971	5,569,936	3,530	28,490,062
1993-94	5,320,242	9,456,535	8,247,870	5,598,484	3,036	28,626,167
1994-95	5,370,259	9,467,156	8,275,330	5,602,722	2,957	28,718,424
1995-96	5,419,974	9,521,059	8,321,372	5,630,225	2,273	28,894,903

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A10. Number of Regular Public School Districts, by Locale Type and Year

	Large Central City	Midsize Central City	Large City Fringe	Midsize City Fringe	Large Town	Small Town	Rural
1986-87	171	763	1,247	879	240	4,613	7,449
1987-88	162	757	1,246	870	236	4,594	7,428
1988-89	162	753	1,244	870	225	4,560	7,404
1989-90	160	726	1,308	913	222	4,388	7,416
1990-91	160	734	1,319	943	230	4,344	7,320
1991-92	176	721	1,292	910	343	4,318	7,192
1992-93	170	719	1,290	911	272	4,291	7,163
1993-94	173	710	1,286	909	328	4,290	6,948
1994-95	240	843	2,369	960	187	2,607	7,312
1995-96	249	818	2,769	1,179	168	2,375	6,985

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A11a. Number of Regular Public School Districts, by Lowest Grade and Year

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
1986-87	2,710	11695	279	4	1	5	10	4	122	2	515	4	1	0
1987-88	2,902	11234	412	36	15	10	15	7	123	5	511	7	1	0
1988-89	2,991	11122	353	42	17	13	12	14	120	5	509	7	1	0
1989-90	3,451	10640	292	38	15	19	9	12	124	6	511	6	1	0
1990-91	4,014	10050	250	41	16	14	13	11	117	5	506	1	1	0
1991-92	4,899	9,066	243	37	18	9	15	14	119	4	508	1	1	0
1992-93	5,092	8,776	194	42	20	11	14	12	121	5	495	3	1	0
1993-94	5,267	8,484	178	41	14	14	7	13	117	3	464	3	1	0
1994-95	5,475	8,185	171	29	20	13	9	12	116	5	442	3	1	0
1995-96	5,525	8,133	172	43	14	9	11	19	117	5	445	3	4	2

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A11b. Number of Regular Public School Districts, by Highest Grade and Year

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
1986-87	1	1	2	1	8	18	14	553	29	3,110	29	2	6	11571
1987-88	2	3	7	8	24	49	85	731	149	2,713	40	3	3	11461
1988-89	2	1	6	10	16	41	84	745	138	2,696	35	2	5	11425
1989-90	2	3	3	5	16	40	90	732	146	2,668	38	5	6	11370
1990-91	2	3	4	5	13	41	80	736	126	2,670	37	5	9	11308
1991-92	2	1	2	5	12	37	81	739	127	2,622	32	2	12	11260
1992-93	2	1	3	7	14	32	74	715	128	2,551	27	6	13	11213
1993-94	1	1	5	3	12	41	65	696	94	2,473	27	4	9	11175
1994-95	1	1	1	5	4	32	85	655	112	2,388	28	4	11	11153
1995-96	1	2	3	7	18	42	86	657	104	2,363	25	11	16	11167

Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data, Longitudinal District File.

Table A12. Number of Schools, Students and Teachers Reported on CCD Longitudinal File, CCD Public File, and Schools and Staffing Survey

	Schools			Students			Teachers		
	CCD Longitu-dinal	CCD Public	Schools and Staffing	CCD Longitu-dinal	CCD Public	Schools and Staffing	CCD Longitu-dinal	CCD Public	Schools and Staffing
1986-87	84,077	83,455		40,335,891	39,753,172		2,238,067	2,244,000	
1987-88	84,140	83,248	78,561	40,497,268	40,008,213	39,911,968	2,285,167	2,279,000	2,323,204
1988-89	84,013	83,165		40,707,801	40,188,690		2,311,807	2,323,000	
1989-90	84,260	83,425		41,053,518	40,542,707		2,358,078	2,357,000	
1990-91	85,215	84,538	79,885	41,724,492	41,216,683	40,103,699	2,410,321	2,398,000	2,559,488
1991-92	85,165	84,578		42,572,848	42,046,878		2,432,940	2,432,000	
1992-93	85,136	84,497		43,291,359	42,823,312		2,448,524	2,459,000	
1993-94	86,047	85,393	80,740	43,914,255	43,464,916	41,621,660	2,510,562	2,504,000	2,561,294
1994-95	86,769	86,221		44,531,127	44,111,482		2,561,069	2,552,000	
1995-96	87,574	87,125		45,267,152	44,840,481		2,603,716	2,598,000	

Note: Schools and Staffing Survey was conducted for 1987-88, 1990-91 and 1993-94. Digest of Education Statistics rounds number of teachers to nearest 1,000. See text, Purpose of Longitudinal File, for explanation of why numbers differ across surveys.
Source: U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data Longitudinal File; *Digest of Education Statistics 1997*, and Schools and Staffing Surveys, 1987, 1990 and 1993.

Table A13. Criteria for single-year outliers from adjacent years

Measure	Criterion Factor (ratio to both adjacent years)	Criterion Term (difference from both adjacent years)	Other Criteria
TOTSTUDT	>7:5 or <7:10	±40	S/T difference from one adjacent year>20%; or not $1 \leq S/T \leq 100$
TOT_TCHR	>7:5 or <7:10	±5	
Race percentages		±15%	difference between adjacent years < 5%
SPED_IEP	>2:1 or < 1:2	±40	difference between adjacent years < 33%
REGDIPLO, OTHDIPLO, OTHHSCMP	>2:1 or < 1:2	±40	difference between adjacent years < 20%
FLNCHELG	>4:1 or < 1:4		difference between adjacent years < 20%,–5; and difference in FLNCHELG>difference in TOTSTUDT

Appendix B. Previous Longitudinal Editing and Imputation of CCD Data

(This appendix was previously reported by McLaughlin, Huberman, Hawkins, and Hoffman, 1997.)

The Common Core of Data relies on state-level aggregation of district information and transmission to NCES. In that process, there are occasions for errors in interpretation by respondents and errors of data entry. It is impossible to identify many errors because the resulting figures, by themselves, appear to be reasonable. However, when data from 8 years are merged, it is possible to make much more precise identification of errors. For example, a district whose reported enrollment pattern over 8 years is (375, 390, 365, 40, 415, 420, 410, 430) can be assumed to have a data entry error in the fourth year — an enrollment of about 400 would be a reasonable estimate for that year. In preparing this CCD longitudinal report on small rural school districts, extensive editing and imputation were undertaken. The specific steps are described in this section. Chronologically, the 1986-87 through 1991-92 data were edited and imputed simultaneously, and the 1992-93 and 1993-94 data were subsequently imputed using the values from the preceding years. The editing and imputation was performed in the following 14 steps.

Step 1. Specify the records to be included. Identify school districts that change type from regular to nonregular and back, and set the type to be constant. Reported types of some districts in Maine, Massachusetts, California, Ohio, Virginia, and Vermont were changed in some years. (For one LEA on the Mississippi River whose state did not match its identification code, the variable STATE was changed.) Also, if any district has no students, no teachers, and no schools, and does not merge with any schools on the school file, in any year, delete it from the file. This step determines the number of district records on each year's file.

Step 2. YEARS. Create YEARS, a string with one character for each year: "Y" if the district is on the district file and merges with at least one school on the school file in the year, "N" if the district is on the district file but merges with no schools on the school file in the year, and "M" if the district is not on the district file in the year.

Step 3. Number of schools. If the number of schools is missing for a district for a year, use the number from a preceding year with data. If the number is not available for any year, use the number of records on the school file for the district. (If none, set the number of schools to zero.)

Step 4. Grade span. If high grade and low grade are missing for a year, use the previous or closest year if some year has data. Otherwise, impute from school file. If the school file grade span is indeterminate, but there is a school, impute KG-to-12. Otherwise (if there is no school), impute as missing. Edit gradespans to remove cases in which low grade is higher than high grade — set them equal to whichever is not imputed, or if neither is, to the lower of the two.

Step 5. Number of teachers. Set spurious zeros for numbers of teachers (in Massachusetts and Michigan in 2 years) to missing. If number of teachers is missing in a district for a year, use the sum from the school file if there is a match. Otherwise, use a prior year's count, or if no teacher

counts are available for any year, impute a value equal to the product of the number of schools times the number of grades in the gradespan (i.e., one teacher per school per grade). If the gradespan is indeterminate, impute one teacher per school.

Step 6. Edit number of students. Replace zero or missing values for enrollment in a district, or values that differ from an adjacent year by both 40 and 40 percent, with positive values from the school file whenever available. Note that when single years were added to the file later (i.e., 1992-93 and 1993-94), this step was repeated.

Step 7. Edit student/teacher ratio. Remove large or inconsistent student/teacher ratios (S/T). If for some year, a district's S/T is greater than 50 or S/T is "inconsistent" with both of the 2 adjacent years (by a factor of 2 or more), and the adjacent years are consistent with each other, then either set S to missing (to be imputed) or impute T directly. If S is consistent with adjacent years but T is not (each by a 40 percent factor), impute T as the average of the two years it is adjacent to. Otherwise set S to missing. For one district, new in 1991-92, the number of teachers was imputed from 1992-93, to remove a student/teacher ratio greater than 700.

Step 8. Impute number of students. Run PROC IMPUTE5 to impute total students in the 6 years. The imputation is by two categories of number of schools (districts with fewer than 4 schools and districts with 4 to 19 schools). No districts with more schools were missing enrollment. The average number of schools and average number of teachers were used in PROC IMPUTE.

Step 9. Racial-ethnic percentages. This step imputes ethnic distributions. First, the SDDB (1990 decennial Census, mapped onto school district boundaries) is used to obtain percentages of each district's child population in different ethnic groups. For 27 districts for which no ethnic data are available for any year on the CCD or for the SDDB, impute the average for districts in the same city, or if not available, from the same county. For districts with data in some years but not others, perform the edit check described below, then use PROC IMPUTE. (However, no ethnic data were available for 1986-87, and none were imputed. Ethnic distributions for that year are not included in the report.)

Set inconsistent values to missing. These are values for districts that have values for at least 3 different years, and at least one of the percents differs from the average of all years by both (a) at least 25 percentage points and (b) at least 5 standard deviations. Also, for convenience, set the percentages for districts with zero students to the national averages: 1.1, 6.1, 5.4, 2.2, 85.2, for Asian, black non-Hispanic, Hispanic, Native American, and white non-Hispanic, respectively. Run PROC IMPUTE with the 20 variables (four ethnic groups (excluding white non-Hispanics) for each year from 1987-88 through 1991-92). An additional run using all years' data, but only imputing the last 2 years, was made to impute missing values for 1992-93 and 1993-94.

---

5 PROC IMPUTE is a software package for simultaneously imputing multiple measures using a modified hot-deck methodology (Wise and McLaughlin, 1980). It computes regression functions for each ("target") measure in terms of the other measures; then it records distributions of target measure values at each of several levels of the corresponding regression predictor; and finally, it samples from that distribution to fill in missing values.

If the resulting sum of the minority percents is greater than 100 for any district, they are normalized to 100. The white non-Hispanic percentage is set to 100 minus the sum of the other percentages in all districts.

Step 10. Locale code. For districts with schools with locale codes, the NCES standard procedure for deriving district locale codes from school locale codes was used. That procedure assigns the most frequent school locale code in the district, setting ties to the more urban local, with the possible exception that for districts in which at least three-fourths of the schools have locales spread among values of 1, 2, 3, or 4 (i.e., in metropolitan areas) but the most frequent single school locale is 5, 6, or 7 (i.e., large or small town or rural), the district locale would be set to the most frequent of the values 1, 2, 3, or 4. (That exception did not occur in these data.)

For districts with no locale code in any year, the most frequent locale code for districts in the same county was used. If no data were available for the county, (a) the value 2 was imputed if the metro status code was 1; otherwise, if the number of schools was less than 5, the value 7 was imputed. If the metro status code was 2 and there were 5 or more schools, the value 3 was imputed; and if the metro status code was 3 and there were 5 or more schools, the value 6 was imputed. These rules are based on minimizing the percent errors based on relations observed for districts with data. Although the locale code was imputed separately by year, imputed values for a district were forced to be constant across years, equal either to the latest unimputed value or, if there were no unimputed values, to the modal value.

Step 11. Percent of school-aged children in poverty. (This variable was taken from the SDDB. It was therefore missing for all CCD districts not present in the SDDB.) The average percent poverty for districts in the same county was used to impute percent poverty. If there were no districts in a county with data, the average value 17 percent was used.

Step 12. Counts of special education students. First, counts in all districts in states which reported uniform zeroes in a year were set to missing, to be imputed. Second, if the number in a district exceeds the total number of students for a district, it was imputed to be equal to the total number of students.

Counts were then translated to fractions of total enrollment, and two variables were created—the average fractions for 1987-88 and 1988-89, and the average fractions for later years. Two averages were used because the values in the earlier years were not highly correlated with the values in later years. PROC IMPUTE was run, with five special education percentages (one for each year from 1987-88 through 1991-92), the two overall averages, and the percent of enrollment that was black non-Hispanic, plus Native American, minus Asian. It was run with separate hot deck distributions depending on whether there was a determined gradespan. These variables were selected on the basis of regression model results. Imputed percentages were translated back into counts.

Step 13. Four types of high school completers. Data were only available for the years after 1986-87, and the high school equivalence results were not available for 1991-92. First, values for 12th grade enrollment were imputed (and later dropped), in order to impute graduates as a ratio

to the preceding year's 12th graders. Imputation of 12th grade enrollment occurred if the number of 12th graders was either missing, larger than the total enrollment, or less than half of the total completers (the sum of four fields: regular diplomas, plus other diplomas, plus other high school completers, plus high school equivalencies).

If the grade span was reasonable, the value of the total enrollment divided by the number of grades was used for 12th grade enrollment. Otherwise, if there was a 12th grade and the number of completers was greater than zero, the grade 12 enrollment was set equal to the completers. If 12th grade was not offered or the number of completers was zero, count of 12th graders was imputed to be zero.

A small number of erroneous values for high grade in 1986-87 were set to 12. These were cases in which there were 12th graders enrolled and completers the next year but for which high grade was less than 12. Counts of completers were transformed to ratios to preceding years' 12th graders.

PROC IMPUTE was run after the file was prepared. Variables included were average ethnic percentages and percent in poverty, as well as the average over years of each of the four categories of completers. The latter averages, which normally would be no greater than 1, unless there was substantial in-migration, were not allowed to exceed 2. Values of percentage of 12th graders who earned regular diplomas that differed from the average (across years) by more than 50 percentage points and values of other completion types that differed by more than 20 percentage points from the average were set to missing. Hot deck distributions were selected separately for three sizes of 12th grade cohorts: <20, 20 to 99, and 100 or more. The results were transformed back to counts, and three districts new in 1991-92 were separately imputed to have no completers.

Step 14. All imputed counts on the file were rounded to integers.

The percentages of data that were imputed in creating the 8-year longitudinal file range from 0.0 percent to 47.7 percent, as shown in table B1. Except for race and special education counts in the earlier years, none of these percentages were as great as 20 percent. Although these percentages primarily represent missing data, some imputed values are the result of setting unreasonable reported values to missing. As a general rule, most imputed values were based on reported values for the same district in different years, using the rules summarized above. It should be noted that these percentages pertain only to regular school districts. Between 1,000 and 2,000 other entities are included in the Common Core of Data public school district release file.

Table B1. Percentages of Values Imputed on the Eight-Year District Files.

	Year							
Variable	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Small rural districts								
Gradespan	0.3	0.6	0.4	0.2	0.3	0.9	0.6	0.5
No. of Schools	0.0	0.3	0.2	0.1	0.0	0.0	0.0	0.0
No. of Teachers	3.1	2.8	11.8	0.6	2.6	3.2	8.0	3.9
No. of Students	21.7	0.5	0.3	0.2	0.5	0.4	0.3	0.2
Race (Low/High)--		25.-40.	22.-34.	20.-28.	14.3	8.8	4.0	1.8
Special Ed Count	--	40.7	29.7	26.0	31.3	13.3	1.8	2.6
Locale	4.3	4.0	3.1	1.8	0.9	0.2	0.0	0.0
All districts								
Gradespan	0.6	0.4	0.3	0.2	0.3	0.6	0.4	0.3
No. of Schools	0.1	0.2	0.1	0.1	0.0	0.0	0.0	0.0
No. of Teachers	6.4	7.7	13.9	2.6	5.8	6.6	5.7	2.1
No. of Students	19.4	0.5	0.2	0.1	0.3	0.2	0.2	0.1
Race (Low/High)--		26.-36.	16.-25.	12.-18.	10.9	7.6	5.1	2.4
Special Ed Count	--	47.7	35.0	23.1	30.4	15.7	10.2	6.4
Locale	3.5	3.4	2.8	1.7	1.1	0.1	0.0	0.0

-- Indicates that the measure was not included in this report for the particular year.
Percentages of race/ethnicity imputation, unlike other measures, are for schools.

Three of the entries for race/ethnicity in table B1 represent a range. Before 1990-91, there were different percentages of missing data for different race/ethnicities, ranging from a low for white non-Hispanics to a high for Native Americans. District level race/ethnicity percentages were obtained by summing the percentages for schools in the district, with appropriate weights. However, there were a few districts with no school data. Therefore, in addition to the values imputed at the school level shown in table B2, small percentages of race/ethnicity distributions were imputed at the district level. These percentages were for 0.9, 1.0, 0.4, 0.5, 0.1, 0.2, and 0.3 percent of the districts in the years from 1987-88 through 1993-94, respectively.

Appendix C. Types of Districts Excluded from the Longitudinal CCD Local Education Agency File

The conceptual meaning of the dichotomy between "regular" districts and other districts is fuzzy. If students were attending regular K-12 schools in the excluded districts, aiming toward high school graduation, then every attempt should be made to include them in the CCD longitudinal research file. On the other hand, if the students in these districts are not in regular classes, if the agencies are essentially maintaining post-school staging centers for vocational and other training for youths who are unable to cope with regular high schools, then it is reasonable to exclude them from the main CCD longitudinal research file.

Moreover, editing and imputing data for these LEAs is especially difficult because their contexts and purposes are idiosyncratic. Therefore, they are not included in the longitudinal file. Nevertheless, researchers may find information about these excluded LEAs useful. This appendix summarizes information about the LEAs with students which were excluded from the CCD longitudinal research file.

In total, 2,210 LEAs that appeared in some year on the combined 1986-87 through 1995-96 Common Core of Data are excluded from the edited and imputed longitudinal file of regular LEAs. Of these, 889 reported student(s) in at least one year. The others did not.

Nearly all of the excluded school districts were explicitly reported to be non-regular types in every year in which they reported students. However, 35 reported students in at least one year in which they were reported to be of type "1" or "2" (i.e., regular) districts, but most of the evidence was that they were not regular districts. Twenty-nine were Supervisory Unions in Vermont, which were labeled regular for one year in 1990-91; two were schools for deaf/blind students in Virginia, which were reported to be state operated schools (type "5") in every year except 1990-91; one was a County Special district and one a State Schools for Severely Handicapped Students in Missouri; and one district in Maine reported 11 students in a single year (1988-89) and one in Tennessee reported 200 students in a single year (1991-92).

At first look, the total enrollment in excluded LEAs appears to vary erratically across the ten years. However, with four exceptions, the total enrollment reported by all of the excluded LEAs was approximately 200,000 each year, as shown in table C1. The exceptions were that in 1986-87 and 1988-89 excluded California LEAs reported an additional 257,000 students and 215,000 students, respectively; and in 1989-90 and 1990-91 excluded New Hampshire LEAs reported an additional 171,000 students. (In no other years were there excluded LEAs with students in New Hampshire; and in no other years were there more than 1,300 students in excluded California LEAs.) The New Hampshire counts in these two years are clearly double counts: the enrollments in regular districts in New Hampshire from 1988-89 through 1991-92 are 172,000; 173,000; 177,000; and 181,000. The California counts are for Regional

Occupational Programs (ROPs), and although those programs remain in operation, they have not reported students to CCD since 1988-89. Other, adjacent districts do not show corresponding jumps to match the "loss" of ROP counts. For example, the Contra Costa ROP reported 8,000 students in 1986-87 and 6,000 in 1988-89, while the 19 regular districts in Contra Costa County reported smooth gains of between 2,000 and 5,000 students each year from 1986-87 through 1995-96. This suggests that these students are either double counted or that it has been determined that they should not be reported as public school students. In either case, they should be ignored in any longitudinal studies because they would distort any trend analyses.

Most of the roughly 200,000 students in other excluded LEAs were in 9 states: Connecticut, Illinois, Massachusetts, Michigan, New York, Ohio, Pennsylvania, Texas, and Utah, as shown in Table C1. Roughly one-tenth of one percent of all public school students were in excluded LEAs in the other 41 states, none of which reported more than 10,000 students in these districts in any year. There were several noticeable jumps in reported enrollment, according to Table C1: in Connecticut, Illinois, and Pennsylvania after 1986-87; in Illinois, Massachusetts, Ohio, and Utah in 1988-89; in Massachusetts and Texas in 1990-91; in Ohio and Utah after 1990-91; and in Michigan after 1991-92. Such jumps generally indicate changes in reporting rules, rather than growth or decline in enrollments, which tend to be more gradual.

Table C1. Reported Enrollment in Excluded (non-Regular) LEAs, by State and Year (in thousands)

year	CT	IL	MA	MI	NY	OH	PA	TX	UT	other states	total
1986-87	1	7	28	10	24	37	55	11	1	18	192
1987-88	15	32	25	10	26	36	37	11	4	24	220
1988-89	15	10	26	0	25	0	36	11	21	25	169
1989-90	14	29	25	11	25	33	35	12	20	28	232
1990-91	13	30	13	12	25	32	33	0	22	34	214
1991-92	17	29	24	12	25	32	29	0	0	38	206
1992-93	17	29	24	1	26	0	23	0	0	37	157
1993-94	17	30	25	0	25	0	23	0	0	43	163
1994-95	17	32	25	0	25	0	23	0	0	43	165
1995-96	18	32	26	0	25	0	23	0	0	45	169

Note: California and New Hampshire enrollments in two years have been removed from totals. See text.

It may be possible to categorize the excluded LEAs with students as vocational, special education, Indian, DOD, correctional, and other. Of the 889 excluded LEAs with students, 72 had names clearly denoting a "vocational" purpose, and 110 had names denoting a "special education" purpose. Of the vocational districts, 32 were in Illinois, 22 were in Massachusetts, 8 were in Louisiana, and the others were in California, Connecticut, Minnesota, and South Dakota. Of the special education districts, 43 were in Illinois, 11 were in Indiana, 10 were in Minnesota, and the others were spread across 24 other states. Most of the excluded districts whose names did not explicitly include "vocational" or terms clearly denoting students with disabilities were also either vocational or special education districts, although their names varied. The most frequent categories, covering 466 of the remaining 707 excluded LEAs, had one of the following in the name that appears in the Common Core of Data record:

State	Name Category	Number of LEAs	1995-96 Enrollment
California	ROC or ROP	59	0
Colorado	BOCES	8	600
Michigan	Intermediate Sch. Dist.	56	0
Minnesota	Ed. Dist.	10	451
Nebraska	Educ. Service Unit	12	564
New Hampshire	S A U	65	0
New York	BOCES	42	24,887
Ohio	JVSD	48	0
Pennsylvania	AVTS or IU	96	5,532
Texas	State Schools	10	0
Utah	ATC	5	0
Vermont	Supervisory Union	52	1,311
Wyoming	BOCES	3	0

The categories of many of the remaining 241 excluded LEAs with students can be inferred from their names (e.g., "state correctional inst").

In 1998, descriptions of these categories of non-regular LEAs were obtained from state education agency webpages and other sources of information and are summarized below. The numbers of district obtained from these sources do not exactly match the counts obtained by the Common Core of Data, in most cases due to year-to-year changes.

California—ROC or ROP

There are 72 sites in the state of California with Regional Occupation Programs (ROP), which serve approx. 500,000 students, including some adults. The Regional Occupation Center (ROC), also referred to as a Regional Occupation Center Program (ROCP), is an individual center or building(s) that belongs to the ROP, but it is not a regular county office or high school. ROPs are vocational training sites that provide training in entry level skills primarily for young people, training for men and women in non-traditional jobs, and special education. Students

enrolled are high school juniors, seniors, high school dropouts, "emancipated" adults (homeless), students with disabilities and adults. An ROP locates a county office of an LEA or a cluster of high schools and forms a consortium, elects a director, and is housed at a high school, a county office, or independent rented quarters. Every high school in California has access to the ROPs. Students who take a certain number of classes are reported at both agencies (the school district and the ROP). At the ROP, it is the "physical seat time" of a student that is counted. Tuition is paid by the state if a student has three hours of attendance (1 unit) in an ROP.

Colorado—Board of Cooperative Educational Services

There are 17-18 Board of Cooperative Educational Services (BOCES) in the state of Colorado. A group of districts may get together to form a Board and provide special education, alternative education for dropouts, classes on data information or payroll—a mix of purposes depending on the BOCES' needs. The staff from a BOCES may provide "push-in" services to the school or district. The age range of the students is at the elementary/secondary level. The students are reported at their home district.

Michigan—Intermediate School District

There are 57 Intermediate School Districts in 82 counties in the state of Michigan which provide vocational, alternative and special education, primarily for students with severe disabilities. The districts are termed intermediate because they are considered to be between the state and local districts. Approximately 10,000 students are enrolled from pre-K to the 12th grade, although the students are actually ungraded. An example of "alternative education" is a temporary institution such as a county youth home for juvenile delinquents, who are under the supervision of the court and who might only be institutionalized for 6 months. The students in Intermediate School Districts are not reported in local districts or other LEA agencies.

Minnesota—Education District

There are currently 20 Education Districts in under 200 school districts in Minnesota (there were previously 33 Education Districts). They are cooperative regional units or consortiums, which have their own legislation and provide vocational, alternative and special education. Students of all age ranges are enrolled. An example of an alternative school is one that provides training and development for at-risk students. Students are not counted in the Education Districts, but are reported in their resident school district.

Nebraska—Educational Service Unit

An Educational Service Unit is a regional intermediate education agency, not a school district. They primarily provide special education to students who are not within any specific age range. In the 1997-98 school year these units served 562 students, who were not reported in any other district or LEA.

New Hampshire—School Administrative Unit

There are 69 School Administrative Units (SAU) in the state of New Hampshire. They are not considered to be school districts, of which there are 178 in the state, but are central offices or a "shared arrangement" among one or more districts, and they do not operate schools.

Several SAUs are associated with up to 9 school districts, in which they share the School Boards, Superintendents and Special Education Directors. The only employees of the SAU are in the central office, such as the Superintendent, Chapter 1 Coordinator, etc. SAUs in New Hampshire are similar to the Administrative School Districts in Maine, and the Supervisory Units in Vermont.

New York—Board of Cooperative Educational Services

There are 38 Boards of Cooperative Educational Services (BOCES) in the state of New York, which serve approximately 22,000 students with disabilities. They also provide some alternative education and occupational education, but primarily special education for students of "all ages." They are similar to regional educational agencies that each serve a specified number of districts or geographical land cover. If a student with disabilities attends a BOCES full-time, they are only enrolled on the BOCES roster. If the BOCES provides alternative education or technical education, the student is on the home district register. Districts are either on the home register or the BOCES, not both.

Ohio—Joint Vocational School Districts

There are 49 Joint Vocational School Districts (JVSD) in the state of Ohio. They primarily serve grades 11 and 12, but there are a few smaller districts that also serve 9th and 10th grades. Students attend their home school until the 10th grade, and they also receive their high school diploma from their home school. The students are reported in their resident high school. On occasion, the students can be reported in other agencies, but it is made clear if the records are duplicated.

Pennsylvania—Area Vocational Technical Schools; and Intermediate Units

Area Vocational Technical Schools (AVTS) serve multiple districts in a consortium. They serve primarily students in senior high school (grades 10 through 12) as well as some students in the 9th grade. There are two types of AVTS: (1) Occupational: in which students attend their high school in the morning and the AVTS in the afternoon are counted at both the home school and at the AVTS; and (2) Comprehensive AVTS: which encompasses both academic and occupational education, and whose students are reported at the AVTS, and not at another LEA.

There are 29 Intermediate Units (IU) or regional service units in the state of Pennsylvania, which initially provided primarily special education. IUs are considered to be between the Department of Education and the school district, but they have no administrative or taxing authority. They usually serve multiple counties, except for the city of Philadelphia, which is an IU. Some IUs provide computer services: e.g., one IU provides computer services for approximately 100 districts, similar to a vendor. Some Intermediate Units may be alternative schools, but these are isolated cases. The age range of the students is K to 21 years old. Students are enrolled in IUs operated in a school, church, rented facilities, or their own building. Students who are attached to an IU are not reported in other agencies.

Texas—State Schools

There are many types of state schools in Texas, e.g.: 1) School for the Deaf; 2) School for the Blind; 3) schools in prisons; 4) homes for boys (abandoned). These schools are still operating, but no information could be provided about these schools. For certain types of base funding, these schools are counted in the ADA information.

Utah—Applied Technology Centers

Applied Technology Centers (ATC) are vocational centers for high school students. They serve students who are not college bound but who want to acquire certain skills such as welding or computer sciences. Students who are enrolled in their high school and also take some classes at an ATC are reported at their home school. ATCs also offer courses to students after their regular high school classes. No enrollment figures are reported for any other agency other than the students' home high schools.

Vermont—Supervisory Union

There are 59 Supervisory Unions in the state of Vermont. They are administrative units that oversee one or more school districts, although they are not housed in the regular schools. They serve pre-school to secondary special education students, although there is actually no grade classification. Students can be enrolled in the SU, and they are not reported in other LEA agencies.

Wyoming—Board of Cooperative Educational Services

There are three Boards of Cooperative Educational Services (BOCES) in the state of Wyoming. They started out providing special education to students with severe disabilities. They currently serve emotionally disturbed students, and approx. 1-2% of the population have severe disabilities. The age range is from K through 21 years old. Students are reported through the BOCES, but the BOCES works with the school district and the high school diplomas are still conferred by the home school.

Appendix D. Contents of the Longitudinal CCD District SAS Files and Layouts of the Corresponding ASCII Files

The files were created as SAS files, although ASCII files are also available. There are ten SAS files, labeled AIRLEA86 through AIRLEA95, each containing one years' data, plus one combined SAS file (LEA8695) containing all ten years' data. The contents of AIRLEA95 are given below, as an example of the ten separate files. This is followed by the file layout for the individual year ASCII files, the contents of the combined ten-year SAS file, and the file layout for the combined ten-year ASCII file.

Contents of SAS Individual-Year File (1995-96)

Data Set Name: AIRLEA95 Observations: 14548
Variables: 58

#	Variable	Type	Len	Pos	Label
1	NLEA_ID	Char	7	0	NCES Agency ID
2	LEANAME	Char	30	7	Name of LEA
3	ADDRESS	Char	30	37	Mailing Address
4	CITY	Char	18	67	City (Mailing Address)
5	STATE	Char	2	85	USPS State Abbreviation
6	ZIP	Char	5	87	Postal Zip Code of LEA
7	ZIP4	Char	4	92	Postal Zip Suffix of LEA
8	PHONE	Char	10	96	Telephone Number of LEA
9	TYPECODE	Num	8	106	NCES LEA Type Code
10	UNIONNUM	Num	8	114	Supervisory Union Number
11	FIPSSTAT	Char	2	122	FIPS State Code
12	FIPSCNTY	Char	2	124	FIPS County Number
13	CNTYNAME	Char	25	126	County Name
14	MSA_CODE	Num	8	151	Geographic Code
15	METSTATS	Num	8	159	Metropolitan Status Code
16	BOUNDARY	Char	1	167	Boundary Change Indicator Code
17	GRADE_LO	Char	2	168	Lowest Grade
49	GRADE_LM	Char	1	352	Imp. Flg: Lowest Grade
18	GRADE_HI	Char	2	170	Highest Grade
48	GRADE_HM	Char	1	351	Imp. Flg: Highest Grade
19	NUMSCHLS	Num	8	172	Number of Schools
41	NUMSCHLM	Char	1	344	Imp. Flg: Number of Schools
20	TOT_TCHR	Num	8	180	Total teachers (FTE)
40	TOT_TCHM	Char	1	343	Imp. Flg: Total teachers (FTE)
21	TOTUNGRD	Num	8	188	Total Ungraded Students
43	TOTUNGRM	Char	1	346	Imp. Flg: Total Ungraded Students
22	TOT_PK12	Num	8	196	Total Students in Grades PK-12
42	TOT_PK1M	Char	1	345	Imp. Flg: Total Students in Grades PK-12
23	TOTSTUDT	Num	8	204	Total Students
39	TOTSTUDM	Char	1	342	Imp. Flg: Total Students
24	SPED_IEP	Num	8	212	Num. Special Ed/IEP Students
44	SPED_IEM	Char	1	347	Imp. Flg: Num. Special Ed/IEP Students

#	Variable	Type	Len	Pos	Label
25	REGDIPLO	Num	8	220	Num. Regular Diploma Graduates
45	REGDIPLM	Char	1	348	Imp. Flg: Num. Regular Diploma Graduates
26	OTHDIPLO	Num	8	228	Num. Other Diploma Graduates
46	OTHDIPLM	Char	1	349	Imp. Flg: Num. Other Diploma Graduates
27	OTHHSCMP	Num	8	236	Num. Other HS Completers
47	OTHHSCMM	Char	1	350	Imp. Flg: Num. Other HS Completers
28	YRS	Char	10	244	86-95:Y/M/N: Yes/Missing/No Schl Rec.
29	YEAR	Num	8	254	Year of CCD collection (Fall of Schl Yr)
30	SEA_ID	Char	14	262	State Agency ID Code for LEA
31	SYFALL	Char	2	276	School Year (Fall)
32	FLNCHELG	Num	8	278	Students Eligible for Free Lunch
50	FLNCHELM	Char	1	353	Imp. Flg: Students Elig. Free Lunch
33	LOCACODE	Num	8	286	Location Code
51	LOCACODM	Char	1	355	Imputation Flag Location Code
34	ASIAN	Num	8	294	Asian/Pacific Islander Students
35	BLACK	Num	8	302	Black, Non-Hisp. Students
36	HISPANIC	Num	8	310	Hispanic Students
37	NATAMER	Num	8	318	Alaskan/American Indian Students
38	WHITE	Num	8	326	White Students
52	RACEM	Char	1	356	Imputation Flag Race/Ethnic Counts
53	PRVYRID	Char	7	357	ID of closed LEA that sent students
54	NXTYRID	Char	7	364	ID of LEA that succeeds closing LEA
55	PPOV90	Num	8	334	% Children in Poverty in 1990 (Census)
56	PPOV90M	Char	1	354	Imp. Flg: Chldrn in Poverty 1990 (Census)
57	PPOV95	Num	8	334	% Children in Poverty in 1995 (Census)
58	PPOV95M	Char	1	354	Imp. Flg: Chldrn in Poverty 1995 (Census)

ASCII File Layout for Individual-Year Edited and Imputed Files

Column	Name	Format (length)
1	nlea_id	$07.
8	leaname	$30.
38	address	$30.
68	city	$18.
86	zip	$05.
91	zip4	$04.
95	state	$02.
97	phone	$10.
107	cntyname	$25.
132	fipscnty	$03.
135	fipsstat	$02.
137	metstats	1.
138	msa_code	6.
144	typecode	1.
145	unionnum	5.
150	sea_id	$14.
164	syfall	$02.
166	year	5.
171	yrs	$10.
181	nxtyrid	$10.
191	prvyrid	$10.
	(prvyrid undefined for 1986-87)	
201	locacode	1.
202	locacodm	$01.
203	grade_lo	$02.
205	grade_lm	$01.
206	grade_hi	$02.
208	grade_hm	$01.
209	numschls	4.
213	numschlm	$01.
214	totstudt	7.
221	totstudm	$01.
222	tot_tchr	7.1
229	tot_tchm	$01.

"$" denotes a character field

Fields with names ending in "m" have the value "M" when corresponding variables are imputed.

Column	Name	Format (length)
	the following 22 variables are not available for 1986-87	
230	tot_pk12	7.
237	tot_pk1m	$01.
238	totungrd	5.
243	totungrm	$01.
244	regdiplo	5.
249	regdiplm	$01.
250	othdiplo	5.
255	othdiplm	$01.
256	othhscmp	5.
261	othhscmm	$01.
262	hseqvrec	5.
	hseqvrec available for years 1987-88 through 1990-91 only	
267	hseqvrem	$01.
268	sped_iep	6.
274	sped_iem	$01.
275	flnchelg	6.
281	flnchelm	$01.
282	asian	6.
288	black	6.
294	hispanic	6.
300	natamer	6.
306	white	6.
312	racem	$01.
	for all years, PPOV90 and PPOV95 are constant	
313	ppov90	5.3
318	ppov90m	$01.
319	ppov95	5.3
324	ppov95m	$01.
325	seclea	$07.
	for 1992-93 only	
325	boundary	$01.
	for 1993-94 through 1995-96 only	

Contents of SAS Ten-Year File

Data Set Name: LEA8695 Observations: 15750
Member Type: DATA Variables: 314

-----Alphabetic List of Variables and Attributes-----

#	Variable	Type	Len	Pos	Label
42	A87	Num	5	121	Asian/Pacific Isl. Students
76	A88	Num	5	231	Asian/Pacific Isl. Students
110	A89	Num	5	341	Asian/Pacific Isl. Students
146	A90	Num	5	457	Asian/Pacific Isl. Students
178	A91	Num	5	558	Asian/Pacific Islander Students
210	A92	Num	5	659	Asian/Pac Island Membership
242	A93	Num	5	760	ASIAN/PACIFIC ISLANDER STUDENTS
274	A94	Num	5	861	Asian/Pacific Islander Students
293	A95	Num	5	949	Asian/Pacific Islander Students
43	B87	Num	5	126	Black, Non-Hisp. Students
77	B88	Num	5	236	Black, Non-Hisp. Students
111	B89	Num	5	346	Black, Non-Hisp. Students
147	B90	Num	5	462	Black, Non-Hisp. Students
179	B91	Num	5	563	Black, Non-Hisp. Students
211	B92	Num	5	664	Black, Non-Hisp. Students
243	B93	Num	5	765	Black, Non-Hisp. Students
275	B94	Num	5	866	Black, Non-Hisp. Students
294	B95	Num	5	954	Black, Non-Hisp. Students
14	C87	Num	5	37	Number Other HS Completers
48	C88	Num	5	147	Number Other HS Completers
82	C89	Num	5	257	Number Other HS Completers
116	C90	Num	5	367	Number Other HS Completers
152	C91	Num	5	483	Number Other HS Completers
197	C92	Num	5	607	Other H.S. Completers
229	C93	Num	5	708	COUNT OF OTHER HS COMPLETERS
269	C94	Num	5	841	Num. Other HS Completers
290	C95	Num	5	931	Num. Other HS Completers
36	CM87	Char	1	104	Impute Flag Number Other HS Completers
70	CM88	Char	1	214	Impute Flag Number Other HS Completers
104	CM89	Char	1	324	Impute Flag Number Other HS Completers
138	CM90	Char	1	434	Impute Flag Number Other HS Completers
172	CM91	Char	1	541	Impute Flag Number Other HS Completers
194	CM92	Char	1	596	Imp. Flg: Num. Other HS Completers
226	CM93	Char	1	697	Imp. Flg: Num. Other HS Completers
263	CM94	Char	1	823	Imp. Flg: Num. Other HS Completers
307	CM95	Char	1	987	Imp. Flg: Num. Other HS Completers
140	CP90	Num	5	436	% Children in poverty: Cen Map CO_ALL
298	CP95	Num	5	974	% Children in Poverty (Census)
141	CPM90	Char	1	441	Imp. Flg: % Children in Poverty (Census)
311	CPM95	Char	1	991	Imp. Flg: % Children in Poverty (Census)
12	D86	Num	5	31	Location Code
40	D87	Num	5	115	Location Code
74	D88	Num	5	225	Location Code
108	D89	Num	5	335	Location Code
144	D90	Num	5	451	Location Code

#	Variable	Type	Len	Pos	Label
176	D91	Num	5	552	Location Code
208	D92	Num	5	653	Location Code
240	D93	Num	5	754	Location Code
272	D94	Num	5	855	Location Code
292	D95	Num	5	944	Location Code
13	DM86	Char	1	36	Impute Flag Location Code
41	DM87	Char	1	120	Impute Flag Location Code
75	DM88	Char	1	230	Impute Flag Location Code
109	DM89	Char	1	340	Impute Flag Location Code
145	DM90	Char	1	456	Impute Flag Location Code
177	DM91	Char	1	557	Impute Flag Location Code
209	DM92	Char	1	658	Imputation Flag Location Code
241	DM93	Char	1	759	Imputation Flag Location Code
273	DM94	Char	1	860	Imputation Flag Location Code
312	DM95	Char	1	992	Imputation Flag Location Code
47	EM87	Char	1	146	Imputation Flag Race/Ethnic Counts
81	EM88	Char	1	256	Imputation Flag Race/Ethnic Counts
115	EM89	Char	1	366	Imputation Flag Race/Ethnic Counts
151	EM90	Char	1	482	Imputation Flag Race/Ethnic Counts
183	EM91	Char	1	583	Imputation Flag Race/Ethnic Counts
215	EM92	Char	1	684	Imputation Flag Race/Ethnic Counts
247	EM93	Char	1	785	Imputation Flag Race/Ethnic Counts
279	EM94	Char	1	886	Imputation Flag Race/Ethnic Counts
313	EM95	Char	1	993	Imputation Flag Race/Ethnic Counts
38	F87	Num	8	106	Students Eligible for Free Lunch
72	F88	Num	8	216	Students Eligible for Free Lunch
106	F89	Num	8	326	Students Eligible for Free Lunch
142	F90	Num	8	442	Students Eligible for Free Lunch
174	F91	Num	8	543	Students Eligible for Free Lunch
206	F92	Num	8	644	Students Eligible for Free Lunch
238	F93	Num	8	745	Students Eligible for Free Lunch
270	F94	Num	8	846	Students Eligible for Free Lunch
291	F95	Num	8	936	Students Eligible for Free Lunch
39	FM87	Char	1	114	Imp. Flg: Students Elig. Free Lunch
73	FM88	Char	1	224	Imp. Flg: Students Elig. Free Lunch
107	FM89	Char	1	334	Imp. Flg: Students Elig. Free Lunch
143	FM90	Char	1	450	Imp. Flg: Students Elig. Free Lunch
175	FM91	Char	1	551	Imp. Flg: Students Elig. Free Lunch
207	FM92	Char	1	652	Imp. Flg: Students Elig. Free Lunch
239	FM93	Char	1	753	Imp. Flg: Students Elig. Free Lunch
271	FM94	Char	1	854	Imp. Flg: Students Elig. Free Lunch
310	FM95	Char	1	990	Imp. Flg: Students Elig. Free Lunch
5	H86	Char	2	22	Highest Grade
24	H87	Char	2	90	Highest Grade
58	H88	Char	2	200	Highest Grade
92	H89	Char	2	310	Highest Grade
126	H90	Char	2	420	Highest Grade
161	H91	Char	2	528	Highest Grade
188	H92	Char	2	589	High Grade
217	H93	Char	2	687	HIGH GRADE SPAN (SCHOOL UNIV)
249	H94	Char	2	788	Highest Grade
281	H95	Char	2	889	Highest Grade

#	Variable	Type	Len	Pos	Label
7	HM86	Char	1	26	Impute Flag Highest Grade
26	HM87	Char	1	94	Impute Flag Highest Grade
60	HM88	Char	1	204	Impute Flag Highest Grade
94	HM89	Char	1	314	Impute Flag Highest Grade
128	HM90	Char	1	424	Impute Flag Highest Grade
163	HM91	Char	1	532	Impute Flag Highest Grade
190	HM92	Char	1	592	Imp. Flg: Highest Grade
222	HM93	Char	1	693	Imp. Flg: Highest Grade
265	HM94	Char	1	825	Imp. Flg: Highest Grade
308	HM95	Char	1	988	Imp. Flg: Highest Grade
18	I87	Num	5	60	Number Special Ed/IEP Students
52	I88	Num	5	170	Number Special Ed/IEP Students
86	I89	Num	5	280	Number Special Ed/IEP Students
120	I90	Num	5	390	Number Special Ed/IEP Students
155	I91	Num	5	498	Number Special Ed/IEP Students
199	I92	Num	5	617	Students W/IEP
231	I93	Num	5	718	COUNT OF SPECIAL ED IEP STUDENTS
266	I94	Num	5	826	Num. Special Ed/IEP Students
287	I95	Num	5	916	Num. Special Ed/IEP Students
34	IM87	Char	1	102	Impute Flag Number Special Ed/IEP Studen
68	IM88	Char	1	212	Impute Flag Number Special Ed/IEP Studen
102	IM89	Char	1	322	Impute Flag Number Special Ed/IEP Studen
136	IM90	Char	1	432	Impute Flag Number Special Ed/IEP Studen
170	IM91	Char	1	539	Impute Flag Number Special Ed/IEP Studen
191	IM92	Char	1	593	Imp. Flg: Num. Special Ed/IEP Students
223	IM93	Char	1	694	Imp. Flg: Num. Special Ed/IEP Students
260	IM94	Char	1	820	Imp. Flg: Num. Special Ed/IEP Students
304	IM95	Char	1	984	Imp. Flg: Num. Special Ed/IEP Students
6	L86	Char	2	24	Lowest Grade
25	L87	Char	2	92	Lowest Grade
59	L88	Char	2	202	Lowest Grade
93	L89	Char	2	312	Lowest Grade
127	L90	Char	2	422	Lowest Grade
162	L91	Char	2	530	Lowest Grade
187	L92	Char	2	587	Low Grade
216	L93	Char	2	685	LOW GRADE SPAN (SCHOOL UNIV)
248	L94	Char	2	786	Lowest Grade
280	L95	Char	2	887	Lowest Grade
8	LM86	Char	1	27	Impute Flag Lowest Grade
27	LM87	Char	1	95	Impute Flag Lowest Grade
61	LM88	Char	1	205	Impute Flag Lowest Grade
95	LM89	Char	1	315	Impute Flag Lowest Grade
129	LM90	Char	1	425	Impute Flag Lowest Grade
164	LM91	Char	1	533	Impute Flag Lowest Grade
189	LM92	Char	1	591	Imp. Flg: Lowest Grade
221	LM93	Char	1	692	Imp. Flg: Lowest Grade
264	LM94	Char	1	824	Imp. Flg: Lowest Grade
309	LM95	Char	1	989	Imp. Flg: Lowest Grade

#	Variable	Type	Len	Pos	Label
4	N86	Num	5	17	Total Schools of Agency
23	N87	Num	5	85	Total Schools of Agency
57	N88	Num	5	195	Total Schools of Agency
91	N89	Num	5	305	Total Schools of Agency
125	N90	Num	5	415	Total Schools of Agency
160	N91	Num	5	523	Total Schools of Agency
195	N92	Num	5	597	Total Schools
227	N93	Num	5	698	NUMBER OF SCHOOLS (SCHOOL UNIV)
250	N94	Num	5	790	Number of Schools
282	N95	Num	5	891	Number of Schools
1	NLEA_ID	Char	7	0	NCES Agency ID
9	NM86	Char	1	28	Impute Flag Total Schools of Agency
28	NM87	Char	1	96	Impute Flag Total Schools of Agency
62	NM88	Char	1	206	Impute Flag Total Schools of Agency
96	NM89	Char	1	316	Impute Flag Total Schools of Agency
130	NM90	Char	1	426	Impute Flag Total Schools of Agency
165	NM91	Char	1	534	Impute Flag Total Schools of Agency
184	NM92	Char	1	584	Imp. Flg: Number of Schools
218	NM93	Char	1	689	Imp. Flg: Number of Schools
255	NM94	Char	1	815	Imp. Flg: Number of Schools
301	NM95	Char	1	981	Imp. Flg: Number of Schools
16	O87	Num	5	50	Number Other Diploma Graduates
50	O88	Num	5	160	Number Other Diploma Graduates
84	O89	Num	5	270	Number Other Diploma Graduates
118	O90	Num	5	380	Number Other Diploma Graduates
153	O91	Num	5	488	Number Other Diploma Graduates
196	O92	Num	5	602	Other Diploma Grads
228	O93	Num	5	703	COUNT OF OTHER DIPLOMA GRADUATES
268	O94	Num	5	836	Num. Other Diploma Graduates
289	O95	Num	5	926	Num. Other Diploma Graduates
32	OM87	Char	1	100	Impute Flag Number Other Diploma Graduat
66	OM88	Char	1	210	Impute Flag Number Other Diploma Graduat
100	OM89	Char	1	320	Impute Flag Number Other Diploma Graduat
134	OM90	Char	1	430	Impute Flag Number Other Diploma Graduat
168	OM91	Char	1	537	Impute Flag Number Other Diploma Graduat
193	OM92	Char	1	595	Imp. Flg: Num. Other Diploma Graduates
225	OM93	Char	1	696	Imp. Flg: Num. Other Diploma Graduates
262	OM94	Char	1	822	Imp. Flg: Num. Other Diploma Graduates
306	OM95	Char	1	986	Imp. Flg: Num. Other Diploma Graduates
20	P87	Num	5	70	Total PK-12 Students
54	P88	Num	5	180	Total PK-12 Students
88	P89	Num	5	290	Total PK-12 Students
122	P90	Num	5	400	Total PK-12 Students
157	P91	Num	5	508	Total PK-12 Students
202	P92	Num	5	632	PK-12 Students
234	P93	Num	5	733	COUNT OF PK THRU 12 STUDENTS
253	P94	Num	5	805	Total Students in Grades PK-12
285	P95	Num	5	906	Total Students in Grades PK-12

#	Variable	Type	Len	Pos	Label
37	PM87	Char	1	105	Impute Flag Total PK-12 Students
71	PM88	Char	1	215	Impute Flag Total PK-12 Students
105	PM89	Char	1	325	Impute Flag Total PK-12 Students
139	PM90	Char	1	435	Impute Flag Total PK-12 Students
173	PM91	Char	1	542	Impute Flag Total PK-12 Students
205	PM92	Char	1	643	Imp. Flg: Total Students in Grades PK-12
237	PM93	Char	1	744	Imp. Flg: Total Students in Grades PK-12
258	PM94	Char	1	818	Imp. Flg: Total Students in Grades PK-12
302	PM95	Char	1	982	Imp. Flg: Total Students in Grades PK-12
15	Q87	Num	8	42	Number HS Equiv Recipients
49	Q88	Num	8	152	Number HS Equiv Recipients
83	Q89	Num	8	262	Number HS Equiv Recipients
117	Q90	Num	8	372	Number HS Equiv Recipients
31	QM87	Char	1	99	Impute Flag Number HS Equiv Recipients
65	QM88	Char	1	209	Impute Flag Number HS Equiv Recipients
99	QM89	Char	1	319	Impute Flag Number HS Equiv Recipients
133	QM90	Char	1	429	Impute Flag Number HS Equiv Recipients
17	R87	Num	5	55	Number Regular Diploma Graduate
51	R88	Num	5	165	Number Regular Diploma Graduate
85	R89	Num	5	275	Number Regular Diploma Graduate
119	R90	Num	5	385	Number Regular Diploma Graduate
154	R91	Num	5	493	Number Regular Diploma Graduate
198	R92	Num	5	612	Regular Diploma Grads
230	R93	Num	5	713	COUNT OF REGULAR DIPLOMA GRADUATES
267	R94	Num	5	831	Num. Regular Diploma Graduates
288	R95	Num	5	921	Num. Regular Diploma Graduates
33	RM87	Char	1	101	Impute Flag Number Regular Diploma Gradu
67	RM88	Char	1	211	Impute Flag Number Regular Diploma Gradu
101	RM89	Char	1	321	Impute Flag Number Regular Diploma Gradu
135	RM90	Char	1	431	Impute Flag Number Regular Diploma Gradu
169	RM91	Char	1	538	Impute Flag Number Regular Diploma Gradu
192	RM92	Char	1	594	Imp. Flg: Num. Regular Diploma Graduates
224	RM93	Char	1	695	Imp. Flg: Num. Regular Diploma Graduates
261	RM94	Char	1	821	Imp. Flg: Num. Regular Diploma Graduates
305	RM95	Char	1	985	Imp. Flg: Num. Regular Diploma Graduates
2	S86	Num	5	7	Total Students
19	S87	Num	5	65	Total Students
53	S88	Num	5	175	Total Students
87	S89	Num	5	285	Total Students
121	S90	Num	5	395	Total Students
156	S91	Num	5	503	Total Students
200	S92	Num	5	622	Total Students
232	S93	Num	5	723	TOTAL STUDENTS
254	S94	Num	5	810	Total Students
286	S95	Num	5	911	Total Students
10	SM86	Char	1	29	Impute Flag Total Students
29	SM87	Char	1	97	Impute Flag Total Students
63	SM88	Char	1	207	Impute Flag Total Students
97	SM89	Char	1	317	Impute Flag Total Students
131	SM90	Char	1	427	Impute Flag Total Students
166	SM91	Char	1	535	Impute Flag Total Students
186	SM92	Char	1	586	Imp. Flg: Total Students
220	SM93	Char	1	691	Imp. Flg: Total Students
256	SM94	Char	1	816	Imp. Flg: Total Students
299	SM95	Char	1	979	Imp. Flg: Total Students

#	Variable	Type	Len	Pos	Label
3	T86	Num	5	12	Total Teachers
22	T87	Num	5	80	Total Teachers
56	T88	Num	5	190	Total Teachers
90	T89	Num	5	300	Total Teachers
124	T90	Num	5	410	Total Teachers
159	T91	Num	5	518	Total Teachers
203	T92	Num	5	637	Teachers (FTE) in LEA
235	T93	Num	5	738	TOTAL FTE TEACHERS
251	T94	Num	5	795	Total teachers (FTE)
283	T95	Num	5	896	Total teachers (FTE)
11	TM86	Char	1	30	Impute Flag Total Teachers
30	TM87	Char	1	98	Impute Flag Total Teachers
64	TM88	Char	1	208	Impute Flag Total Teachers
98	TM89	Char	1	318	Impute Flag Total Teachers
132	TM90	Char	1	428	Impute Flag Total Teachers
167	TM91	Char	1	536	Impute Flag Total Teachers
185	TM92	Char	1	585	Imp. Flg: Total teachers (FTE)
219	TM93	Char	1	690	Imp. Flg: Total teachers (FTE)
257	TM94	Char	1	817	Imp. Flg: Total teachers (FTE)
300	TM95	Char	1	980	Imp. Flg: Total teachers (FTE)
21	U87	Num	5	75	Total Ungraded Students
55	U88	Num	5	185	Total Ungraded Students
89	U89	Num	5	295	Total Ungraded Students
123	U90	Num	5	405	Total Ungraded Students
158	U91	Num	5	513	Total Ungraded Students
201	U92	Num	5	627	Ungraded Students
233	U93	Num	5	728	COUNT OF UNGRADED STUDENTS
252	U94	Num	5	800	Total Ungraded Students
284	U95	Num	5	901	Total Ungraded Students
35	UM87	Char	1	103	Impute Flag Total Ungraded Students
69	UM88	Char	1	213	Impute Flag Total Ungraded Students
103	UM89	Char	1	323	Impute Flag Total Ungraded Students
137	UM90	Char	1	433	Impute Flag Total Ungraded Students
171	UM91	Char	1	540	Impute Flag Total Ungraded Students
204	UM92	Char	1	642	Imp. Flg: Total Ungraded Students
236	UM93	Char	1	743	Imp. Flg: Total Ungraded Students
259	UM94	Char	1	819	Imp. Flg: Total Ungraded Students
303	UM95	Char	1	983	Imp. Flg: Total Ungraded Students
45	V87	Num	5	136	Native American/Alaskan Students
79	V88	Num	5	246	Native American/Alaskan Students
113	V89	Num	5	356	Native American/Alaskan Students
149	V90	Num	5	472	Native American/Alaskan Students
181	V91	Num	5	573	Alaskan/American Indian Students
213	V92	Num	5	674	Amer Ind/Alaskan Membership
245	V93	Num	5	775	AM INDIAN/ALASKAN STUDENTS
277	V94	Num	5	876	Alaskan/American Indian Students
296	V95	Num	5	964	Alaskan/American Indian Students

#	Variable	Type	Len	Pos	Label
46	W87	Num	5	141	White, Non-Hisp. Students
80	W88	Num	5	251	White, Non-Hisp. Students
114	W89	Num	5	361	White, Non-Hisp. Students
150	W90	Num	5	477	White, Non-Hisp. Students
182	W91	Num	5	578	White Students
214	W92	Num	5	679	White Membership
246	W93	Num	5	780	WHITE NON-HISPANIC STUDENTS
278	W94	Num	5	881	White Students
297	W95	Num	5	969	White Students
44	X87	Num	5	131	Hispanic Students
78	X88	Num	5	241	Hispanic Students
112	X89	Num	5	351	Hispanic Students
148	X90	Num	5	467	Hispanic Students
180	X91	Num	5	568	Hispanic Students
212	X92	Num	5	669	Hispanic Students
244	X93	Num	5	770	Hispanic Students
276	X94	Num	5	871	Hispanic Students
295	X95	Num	5	959	Hispanic Students
314	YRS	Char	10	994	

ASCII File Layout of the Ten-Year Longitudinal Common Core of Data Local Educational Agency File: page 1 of 3

Position	Name	Format	Position	Name	Format	Position	Name	Format	Position	Name	Format
1	n_leaid	$7.	@0061	n87	4.	@0173	n88	4.	@0285	n89	4.
8	yrs	$10.	@0065	s87	7.	@0177	s88	7.	@0289	s89	7.
20	cp90	5.3	@0072	t87	7.1	@0184	t88	7.1	@0296	t89	7.1
25	cp95	5.3	@0079	l87	2.	@0191	l88	2.	@0303	l89	2.
30	cpm90	$1.	@0081	h87	2.	@0193	h88	2.	@0305	h89	2.
31	cpm95	$1.	@0083	p87	7.	@0195	p88	7.	@0307	p89	7.
32	n86	4.	@0090	u87	5.	@0202	u88	5.	@0314	u89	5.
36	s86	7.	@0095	i87	6.	@0207	i88	6.	@0319	i89	6.
43	t86	7.1	@0101	r87	5.	@0213	r88	5.	@0325	r89	5.
50	l86	2.	@0106	o87	5.	@0218	o88	5.	@0330	o89	5.
52	h86	2.	@0111	c87	5.	@0223	c88	5.	@0335	c89	5.
54	d86	1.	@0116	q87	5.	@0228	q88	5.	@0340	q89	5.
			@0121	d87	1.	@0233	d88	1.	@0345	d89	1.
			@0122	a87	6.	@0234	a88	6.	@0346	a89	6.
			@0128	b87	6.	@0240	b88	6.	@0352	b89	6.
			@0134	v87	6.	@0246	v88	6.	@0358	v89	6.
			@0140	x87	6.	@0252	x88	6.	@0364	x89	6.
			@0146	w87	6.	@0258	w88	6.	@0370	w89	6.
			@0152	f87	6.	@0264	f88	6.	@0376	f89	6.
55	nm86	$1.	@0158	nm87	$1.	@0270	nm88	$1.	@0382	nm89	$1.
56	sm86	$1.	@0159	sm87	$1.	@0271	sm88	$1.	@0383	sm89	$1.
57	tm86	$1.	@0160	tm87	$1.	@0272	tm88	$1.	@0384	tm89	$1.
58	lm86	$1.	@0161	lm87	$1.	@0273	lm88	$1.	@0385	lm89	$1.
59	hm86	$1.	@0162	hm87	$1.	@0274	hm88	$1.	@0386	hm89	$1.
60	dm86	$1.	@0163	dm87	$1.	@0275	dm88	$1.	@0387	dm89	$1.
			@0164	pm87	$1.	@0276	pm88	$1.	@0388	pm89	$1.
			@0165	um87	$1.	@0277	um88	$1.	@0389	um89	$1.
			@0166	im87	$1.	@0278	im88	$1.	@0390	im89	$1.
			@0167	rm87	$1.	@0279	rm88	$1.	@0391	rm89	$1.
			@0168	om87	$1.	@0280	om88	$1.	@0392	om89	$1.
			@0169	cm87	$1.	@0281	cm88	$1.	@0393	cm89	$1.
			@0170	qm87	$1.	@0282	qm88	$1.	@0394	qm89	$1.
			@0171	em87	$1.	@0283	em88	$1.	@0395	em89	$1.
			@0172	fm87	$1.	@0284	fm88	$1.	@0396	fm89	$1.

Note: See SAS Contents for Variable Labels. Imputation indicators are M for imputed values, one blank character for reported values.

ASCII File Layout of the Ten-Year Longitudinal Common Core of Data Local Educational Agency File: page 2 of 3

Position	Name	Format	Position	Name	Format	Position	Name	Format	Position	Name	Format
@0397	n90	4.	@0509	n91	4.	@0615	n92	4.	@0721	n93	4.
@0401	s90	7.	@0513	s91	7.	@0619	s92	7.	@0725	s93	7.
@0408	t90	7.1	@0520	t91	7.1	@0626	t92	7.1	@0732	t93	7.1
@0415	l90	2.	@0527	l91	2.	@0633	l92	2.	@0739	l93	2.
@0417	h90	2.	@0529	h91	2.	@0635	h92	2.	@0741	h93	2.
@0419	p90	7.	@0531	p91	7.	@0637	p92	7.	@0743	p93	7.
@0426	u90	5.	@0538	u91	5.	@0644	u92	5.	@0750	u93	5.
@0431	i90	6.	@0543	i91	6.	@0649	i92	6.	@0755	i93	6.
@0437	r90	5.	@0549	r91	5.	@0655	r92	5.	@0761	r93	5.
@0442	o90	5.	@0554	o91	5.	@0660	o92	5.	@0766	o93	5.
@0447	c90	5.	@0559	c91	5.	@0665	c92	5.	@0771	c93	5.
@0452	q90	5.									
@0457	d90	1.	@0564	d91	1.	@0670	d92	1.	@0776	d93	1.
@0458	a90	6.	@0565	a91	6.	@0671	a92	6.	@0777	a93	6.
@0464	b90	6.	@0571	b91	6.	@0677	b92	6.	@0783	b93	6.
@0470	v90	6.	@0577	v91	6.	@0683	v92	6.	@0789	v93	6.
@0476	x90	6.	@0583	x91	6.	@0689	x92	6.	@0795	x93	6.
@0482	w90	6.	@0589	w91	6.	@0695	w92	6.	@0801	w93	6.
@0488	f90	6.	@0595	f91	6.	@0701	f92	6.	@0807	f93	6.
@0494	nm90	$1.	@0601	nm91	$1.	@0707	nm92	$1.	@0813	nm93	$1.
@0495	sm90	$1.	@0602	sm91	$1.	@0708	sm92	$1.	@0814	sm93	$1.
@0496	tm90	$1.	@0603	tm91	$1.	@0709	tm92	$1.	@0815	tm93	$1.
@0497	lm90	$1.	@0604	lm91	$1.	@0710	lm92	$1.	@0816	lm93	$1.
@0498	hm90	$1.	@0605	hm91	$1.	@0711	hm92	$1.	@0817	hm93	$1.
@0499	dm90	$1.	@0606	dm91	$1.	@0712	dm92	$1.	@0818	dm93	$1.
@0500	pm90	$1.	@0607	pm91	$1.	@0713	pm92	$1.	@0819	pm93	$1.
@0501	um90	$1.	@0608	um91	$1.	@0714	um92	$1.	@0820	um93	$1.
@0502	im90	$1.	@0609	im91	$1.	@0715	im92	$1.	@0821	im93	$1.
@0503	rm90	$1.	@0610	rm91	$1.	@0716	rm92	$1.	@0822	rm93	$1.
@0504	om90	$1.	@0611	om91	$1.	@0717	om92	$1.	@0823	om93	$1.
@0505	cm90	$1.	@0612	cm91	$1.	@0718	cm92	$1.	@0824	cm93	$1.
@0506	qm90	$1.									
@0507	em90	$1.	@0613	em91	$1.	@0719	em92	$1.	@0825	em93	$1.
@0508	fm90	$1.	@0614	fm91	$1.	@0720	fm92	$1.	@0826	fm93	$1.

ASCII File Layout of the Ten-Year Longitudinal Common Core of Data Local Educational Agency File: page 3 of 3

Position	Name	Format	Position	Name	Format
@0827	n94	4.	@0933	n95	4.
@0831	s94	7.	@0937	s95	7.
@0838	t94	7.1	@0944	t95	7.1
@0845	l94	2.	@0951	l95	2.
@0847	h94	2.	@0953	h95	2.
@0849	p94	7.	@0955	p95	7.
@0856	u94	5.	@0962	u95	5.
@0861	i94	6.	@0967	i95	6.
@0867	r94	5.	@0973	r95	5.
@0872	o94	5.	@0978	o95	5.
@0877	c94	5.	@0983	c95	5.
@0882	d94	1.	@0988	d95	1.
@0883	a94	6.	@0989	a95	6.
@0889	b94	6.	@0995	b95	6.
@0895	v94	6.	@1001	v95	6.
@0901	x94	6.	@1007	x95	6.
@0907	w94	6.	@1013	w95	6.
@0913	f94	6.	@1019	f95	6.
@0919	nm94	$1.	@1025	nm95	$1.
@0920	sm94	$1.	@1026	sm95	$1.
@0921	tm94	$1.	@1027	tm95	$1.
@0922	lm94	$1.	@1028	lm95	$1.
@0923	hm94	$1.	@1029	hm95	$1.
@0924	dm94	$1.	@1030	dm95	$1.
@0925	pm94	$1.	@1031	pm95	$1.
@0926	um94	$1.	@1032	um95	$1.
@0927	im94	$1.	@1033	im95	$1.
@0928	rm94	$1.	@1034	rm95	$1.
@0929	om94	$1.	@1035	om95	$1.
@0930	cm94	$1.	@1036	cm95	$1.
			@1037	em95	$1.
@0931	em94	$1.			
@0932	fm94	$1.	@1038	fm95	$1.

Appendix E

Crosswalk to link variables across CCD Agency files (Non-Ten-Year Longitudinal Files, Individual-Year Longitudinal Files and Ten-Year Longitudinal File)

Variable Definitions	Variable Names in Non-Ten Year Longitudinal Agency Files	Variable Names in Individual Ten-Year Longitudinal ASCII, SAS, and SPSS Files	Variable Names in Ten-Year Longitudinal Composite ASCII, SAS, and SPSS Files
Mailing Address	STREET86-STREET95	ADDRESS	
Asian/Pacific Islander Students		ASIAN	A87-A95
Black, Non-Hisp. Students		BLACK	B87-B95
Boundary Change Indicator Code (1993-94 through 1995-96)	BOUND92-BOUND95	BOUNDARY	
City (Mailing Address)	CITY86-CITY95	CITY	
County Name	CONAME86-CONAME95	CNTYNAME	
FIPS County Number	CONUM86-CONUM95	FIPSCNTY	
FIPS State Code	FIPST (1986-95)	FIPSSTAT	
Students Eligible for Free Lunch		FLNCHELG	F87-F95
Imp. Flg: Students Elig. Free Lunch		FLNCHELM	FM87-FM95
Highest Grade	GSHI86-GSHI95	GRADE_HI	H86-H95
Imp. Flg: Highest Grade		GRADE_HM	HM86-HM95
Imp. Flg: Lowest Grade		GRADE_LM	LM86-LM95
Lowest Grade	GSLO86-GSLO95	GRADE_LO	L86-L95
Hispanic Students		HISPANIC	X87-X95
Number of HS Equivalent Recipients (1987-88 through 1990-91)	C0687-C0690	HSEQVREC	Q87-Q90
Imp. Flg: Number of HS Equiv Recipients		HSEQVREM	QM87-QM90
Name of LEA	NAME86-NAME95	LEANAME	
Location Code		LOCACODE	D86-D95
Imp. Flg: Location Code		LOCACODM	DM86-DM95
Metropolitan Status Code	MSC86-MSC95	METSTATS	
Geographic Code	CMSA86-CMSA95	MSA_CODE	
Alaskan/American Indian Students		NATAMER	V87-V95

Crosswalk to link variables across CCD Agency files (Non-Ten-Year Longitudinal Files, Individual-Year Longitudinal Files and Ten-Year Longitudinal File)

Variable Definitions	Variable Names in Non-Ten Year Longitudinal Agency Files	Variable Names in Individual Ten-Year Longitudinal ASCII, SAS, and SPSS Files	Variable Names in Ten-Year Longitudinal Composite ASCII, SAS, and SPSS Files
NCES Agency ID	LEAID (1986-1995)	NLEA_ID	NLEA_ID
Imp. Flg: Number of Schools	ISCH92-ISCH95	NUMSCHLM	NM86-NM95
Number of Schools	SCH86-SCH95	NUMSCHLS	N86-N95
ID of LEA that succeeds closing LEA		NXTYRID	
Imp. Flg: Num. Other Diploma Graduates	IOTHD91-95	OTHDIPLM	OM87-OM95
Num. Other Diploma Graduates	C0587-C0590 (1987-90) OTHDIP91-OTHDIP95 (1991-95)	OTHDIPLO	O87-O95
Imp. Flg: Num. Other HS Completers	IOTHC91-IOTHC95	OTHHSCMM	CM87-CM95
Num. Other HS Completers	C0787-C0790 (1987-90) OTHCOM91-OTHCOM95 (1991-95)	OTHHSCMP	C87-C95
Telephone Number of LEA	PHONE87-PHONE95	PHONE	
% Children in Poverty in 1990 (Census)		PPOV90	CP90
Imp. Flg: Chldrn in Poverty 1990 (Census)		PPOV95	CP95
% Children in Poverty in 1995 (Census)		PPOV90M	CPM90
Imp. Flg: Chldrn in Poverty 1995 (Census)		PPOV95M	CPM95
ID of closed LEA that sent students (Undefined for 1986-87)		PRVYRID	
Imputation Flag Race/Ethnic Counts		RACEM	EM87-EM95
Imp. Flg: Num. Regular Diploma Graduates	IREGD91-IREGD95	REGDIPLM	RM87-RM95
Num. Regular Diploma Graduates	C0487-C0490 (1987-90) REGDIP91-REGDIP95 (1991-95)	REGDIPLO	R87-R95

Crosswalk to link variables across CCD Agency files (Non-Ten-Year Longitudinal Files, Individual-Year Longitudinal Files and Ten-Year Longitudinal File)

Variable Definitions	Variable Names in Non-Ten Year Longitudinal Agency Files	Variable Names in Individual Ten-Year Longitudinal ASCII, SAS, and SPSS Files	Variable Names in Ten-Year Longitudinal Composite ASCII, SAS, and SPSS Files
State Agency ID Code for LEA	STID86-STID95	SEA_ID	
Secondary district for which elem district is a "feeder" (1992-93 Only)		SECLEA	
Imp. Flg: Num. Special Ed/IEP Students	ISPEC91-ISPEC95	SPED_IEM	IM87-IM95
Num. Special Ed/IEP Students	C0387-C0390 (1987-90) SPECED91-SPECED95 (1991-95)	SPED_IEP	I87-I95
USPS State Abbreviation	ST86-ST95	STATE	
School Year (Fall)		SYFALL	
Imp. Flg: Total Students	IMEMB91-IMEMB95	TOTSTUDM	SM86-SM95
Total Students	MEMBER87-MEMBER95	TOTSTUDT	S86-S95
Total Ungraded Students	C0187-C0190 (1987-90) UNG91- UNG95 (1991-95)	TOTUNGRD	U87-U95
Imp. Flg: Total Ungraded Students	IUG91-IUG95	TOTUNGRM	UM87-UM95
Total Students in Grades PK-12	C0287-C0290 PK1291-PK1295	TOT_PK12	P87-P95
Imp. Flg: Total Students in Grades PK-12	IPK1291-IPK1295	TOT_PK1M	PM87-PM95
Imp. Flg: Total teachers (FTE)	ITOTCH92-ITOTCH95	TOT_TCHM	TM86-TM95
Total teachers (FTE)	TOTTCH92-TOTTCH95	TOT_TCHR	T86-T95
NCES LEA Type Code	TYPE (1987-95)	TYPECODE	
Supervisory Union Number	UNION86-UNION95	UNIONNUM	
White Students		WHITE	W87-W95
Year of CCD collection (Fall of Schl Yr)	YEAR (1986 Only)	YEAR	
86-95:Y/M/N: Yes/Missing/No Schl Rec.		YRS	YRS
Postal Zip Code of LEA	ZIP97 (1986-1995)	ZIP	
Postal Zip Suffix of LEA	ZIP497 (1986-1995)	ZIP4	

References

Levine, R.E., McLaughlin, D.H., & Sietsema, J. (1996). *Trends in school district demographics, 1986-87 to 1990-91*. Washington DC: U.S. Department of Education, National Center for Education Statistics: NCES 96-399.

McLaughlin, D.H., Huberman, M.B., Hawkins, E.K. & Hoffman, L.M. (1997). *Characteristics of small and rural school districts.* Washington DC: U.S. Department of Education, National Center for Education Statistics: NCES 97-529.

Wise, L. L., & McLaughlin, D. H. (1980). *Guidebook for imputation of missing data* (SAGE). Palo Alto, CA: American Institutes for Research.